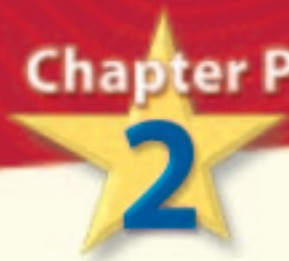


Chapter Planning Guide



Key to Ability Levels

BL Below level

OL On level

AL Above level


ELL English
Language Learners






















Key to Teaching Resources

 Print Material

 CD-ROM

 DVD

 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					FOCUS						
BL	OL	AL	ELL		Daily Focus Skills Transparencies		2-1	2-2	2-3	2-4	
					TEACH						
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 10	p. 13	p. 16	p. 19	
	OL	AL			Primary Source Reading, URB		p. 15				
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 45	p. 45	p. 45	p. 45	p. 45	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 47	p. 47	p. 47	p. 47	p. 47	
	OL				Biography Activity, URB					p. 49	
BL	OL	AL	ELL		Writing Skills Activity, URB		p. 51	p. 51	p. 51	p. 51	
	OL	AL			Critical Thinking Skills Activity, URB			p. 55			
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB					p. 57	
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 59				
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 61	p. 61	p. 61	p. 61	p. 61	
BL	OL		ELL		Guided Reading Activities, URB*		p. 65	p. 66	p. 67	p. 68	
BL	OL				Focus on American History		p. 16	p. 16	p. 21	p. 29	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.					Ch. 2	
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: Foundations of American Citizenship* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					TEACH <i>(continued)</i>						
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓	✓
					Teachers Guide to Differentiated Instruction	✓	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓	✓
					ASSESS						
BL	OL	AL	ELL		Quizzes and Tests*		p. 14	p. 15	p. 16	p. 17	p. 18
BL	OL	AL	ELL		Authentic Assessment with Rubrics		p. 6	p. 6	p. 6	p. 6	
BL	OL	AL	ELL		Standardized Test Practice		p. 3	p. 3	p. 3	p. 3	p. 3
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		2-1	2-2	2-3	2-4	Ch. 2
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓	✓
					CLOSE						
BL			ELL		Reteaching Activity, URB*	p. 63	p. 63	p. 63	p. 63	p. 63	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 53	p. 53			p. 53	
BL	OL	AL	ELL		Civics Today in Graphic Novel	p. 1				p. 1	
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓	✓

Using ExamView®

Creating an Online Test

Technology

Glencoe's *ExamView® Assessment Suite* includes powerful assessment tools and enables you to quickly create, adapt, and assess tests for your students.

ExamView® allows you to

- develop online testing materials that focus on the specific skills and competencies of what has been taught in the classroom;
- create several versions of these test materials that are adjusted to meet student ability levels;
- provide a variety of test formats, including: Multiple Choice, True/False, Yes/No, Matching, Completion (Fill-in-the-Blank), and Numeric Response.

Steps

- Choose the **Online Test Wizard** from the **Online menu** to create an online (LAN-based or local area network) quiz, test, or study guide.
- The Wizard steps you through the configuring of your online testing materials to identify who can

take the test, when they can take it, and what information is available to your students.

- Build the quiz, test, or study guide using one of the five question selection options: select questions randomly, choose them from a list, select them on the screen while viewing, choose them by criteria, or choose all of the questions.
- Select from the different online test parameters that are available to fit your students' needs.
- Review the test summary and then click the **Finish** button to conclude the online setup.
- Save your quiz, test, or study guide to a location that is easily accessible by your students.
- Build a new or modify your original quiz, test, or study guide for students' different ability levels.
- As your students take the test, the program saves all of the results into the test file. View results at **View Test Results** on the **Online** menu.

Civics ONLINE			
	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	



Reading List Generator CD-ROM

BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620*, by Kathryn Lasky

For students at a Grade 8 reading level:

- *John Winthrop, Oliver Cromwell, and the Land of Promise*, by Marc Aronson

For students at a Grade 9 reading level:

- *Founding Mothers: Women of America in the Revolutionary War*, by Linda Grant De Pauw

For students at a Grade 10 reading level:

- *On Liberty*, by John Stuart Mill

For students at a Grade 11 reading level:

- *Thomas Jefferson*, by Joyce Appleby

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: What does “limited and representative government” mean to you?

(Answers may include the idea that government should limit its power by not intruding into the lives of its citizens, but at the same time, it should represent and protect their rights.)

More About the Photo

Visual Literacy The Lincoln Memorial was designed by New York architect Henry Bacon. It was dedicated in 1922, 57 years after President Lincoln’s death. Located on the National Mall in Washington, D.C., the memorial is built in the style of a Greek temple. The 36 Doric columns outside the memorial represent the U.S. states that existed when our 16th president died. The centerpiece of this symbol of American democracy is a 19-foot-tall statue of Lincoln carved from white marble by Daniel Chester French. Engraved on the wall behind it are the words “In this temple, as in the hearts of the people for whom he saved the union, the memory of Abraham Lincoln is enshrined forever.”

Teach

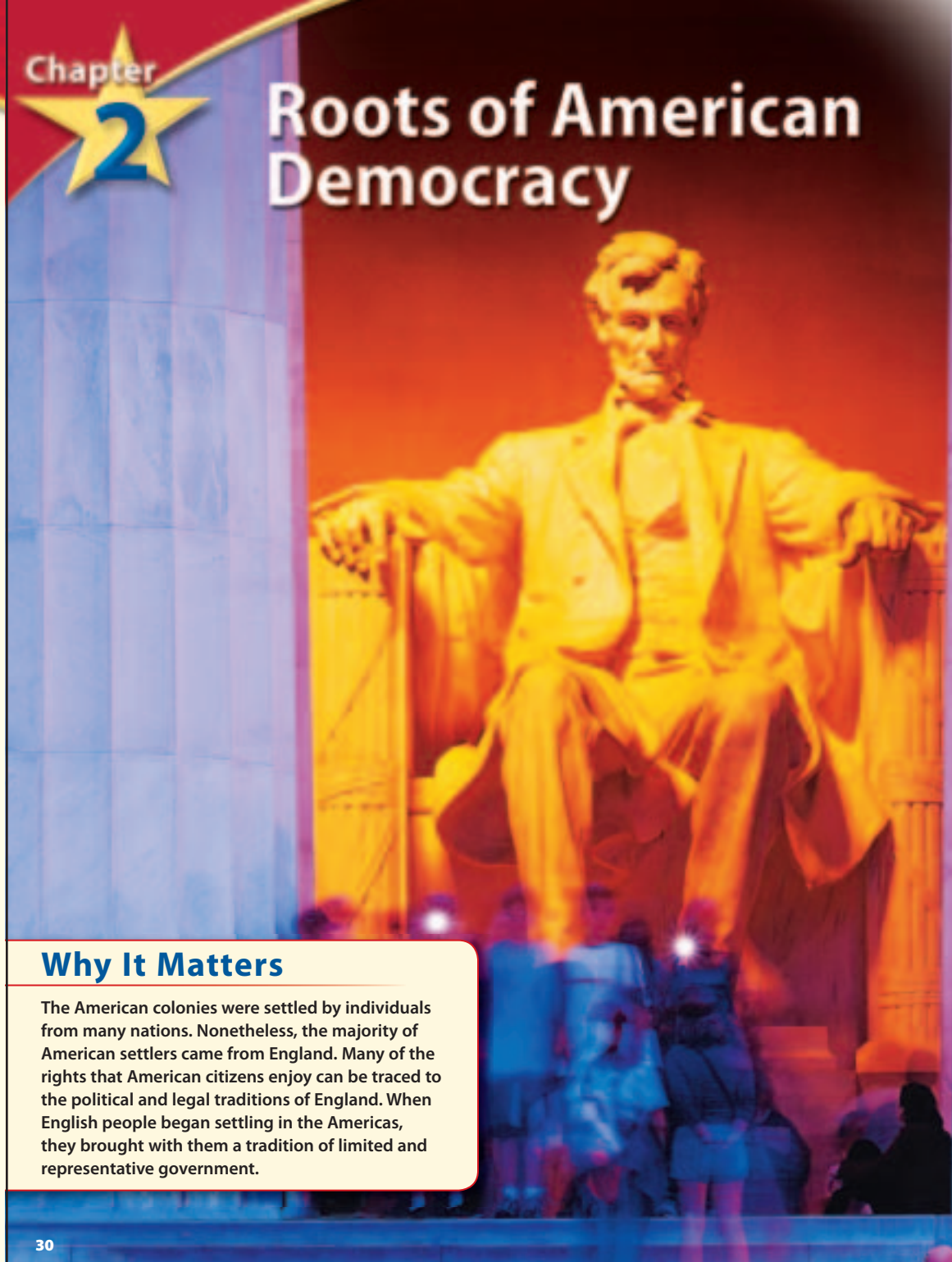
BIG Ideas

As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

Our English Heritage **Ask:** Why did the colonists hold on to their country’s ideas about government? (The ideas had been developing for centuries; except for the lack of religious freedom, the colonists

Roots of American Democracy



Why It Matters

The American colonies were settled by individuals from many nations. Nonetheless, the majority of American settlers came from England. Many of the rights that American citizens enjoy can be traced to the political and legal traditions of England. When English people began settling in the Americas, they brought with them a tradition of limited and representative government.

30

Section 2

The English Colonies **Ask:** Why did the colonists settle in America? (Some came to escape religious persecution; others came for economic opportunities; slaves, prisoners, and criminals were brought here.) Tell students that in Section 2, they will learn about the people who established the thirteen colonies and their reasons for doing so. **OL**

believed the ideas were worth implementing.) Point out that in Section 1, students will learn about the heritage and values the U.S. shares with England. **OL**

BIG Ideas

Section 1: Our English Heritage

Political and economic institutions evolve to help individuals and groups accomplish their goals.

The English colonists brought with them ideas about government that had been developing in England for centuries.

Section 2: The English Colonies

Political, social, religious, and economic changes influence the way Americans think and act.

The English established thirteen colonies along the East Coast of North America.

Section 3: Colonial Society

Political, social, religious, and economic changes influence the way Americans think and act.

The English colonists created a prosperous economy and learned to govern themselves.

Section 4: Birth of a Democratic Nation

Political principles and major events shape how people form governments.

The Declaration of Independence explained why the colonies were founding a new nation.

◀ The Lincoln Memorial is an important symbol of American democracy.

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable guides the student to understand the sequence of events that led to the birth of America as a democratic nation. The completed Foldable uses tabs to sequence information and to list details that led to the Declaration of Independence. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

FOLDABLESTM Study Organizer

Sequencing Information Study Foldable Make the following Foldable to help you sequence information about the roots of American democracy.

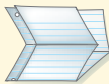
Step 1 Fold the paper in half from side to side.



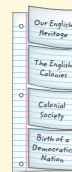
Step 3 Cut the top layer of the paper only along the fold lines.



Step 2 Turn the paper and fold it in half and in half again.



Step 4 Label each tab as shown.



Reading and Writing

As you read the chapter write details of the sequence of events that unfolded as democracy developed in America under the tabs.

Section 3

Colonial Society Ask: *How did geography affect the livelihood of colonists in different regions?* (Settlers in the New England, Middle, and Southern Colonies had to make the best use of natural resources and opportunities in each area.) Explain that in Section 3, students will learn about the different economies that developed in each area. The developing American identity is also discussed. **OL**

Section 4

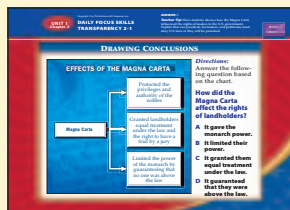
Birth of a Democratic Nation Ask: *What caused the colonists to rebel against British control?* (To help pay off debts incurred during the French and Indian War [1754–1763], the British imposed harsh and unfair trade and tax policies on the colonists.) Explain that in Section 4, students will learn about the events that led colonists to use traditional English political rights to begin their struggle for independence. **OL**

Focus



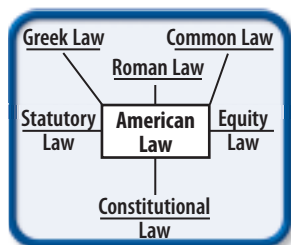
Bellringer

Daily Focus Transparency 2-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about our English heritage, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Political and economic institutions evolve to help individuals and groups accomplish their goals.

Content Vocabulary

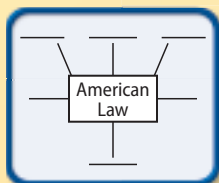
- Enlightenment (p. 33)
- monarch (p. 33)
- legislature (p. 33)
- precedent (p. 34)
- common law (p. 34)
- natural rights (p. 34)
- social contract (p. 35)
- colony (p. 36)
- joint-stock company (p. 36)
- charter (p. 36)
- compact (p. 36)

Academic Vocabulary

- document (p. 33)
- authority (p. 33)
- grant (p. 33)

Reading Strategy

Organizing As you read, complete a web diagram like the one below by listing six sources of American law.



Our English Heritage

Real World Civics For many of us, town meetings seem like something from another century—and for the most part they are. The first settlers in this country, most of whom were English, brought with them their traditional forms of government, which relied on local involvement. Town meetings are a form of direct democracy, giving citizens a clear voice in decision making. The purpose of the town meeting has not changed in over 200 years.

▼ Town meeting in Bridgeport, Vermont



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Predicting, p. 33 • Identifying, p. 35 • Analyzing Information, p. 36 Additional Resources <ul style="list-style-type: none"> • Pri. Source Read., URB p. 15 • Cont. Vocab., URB p. 45 • Acad. Vocab., URB p. 47 • Guid. Read., URB p. 65 	Teacher Edition <ul style="list-style-type: none"> • Ident. Cent., p. 33 • Analyzing Pri. Sources, p. 35 • Predicting, p. 36 Additional Resources <ul style="list-style-type: none"> • Quizzes and Tests, p. 14 	Teacher Edition <ul style="list-style-type: none"> • English Learners, p. 34 • Logical/Math., p. 36 • Gifted/Talented, p. 37 Additional Resources <ul style="list-style-type: none"> • Diff. Instr., URB p. 59 • Teacher's Guide to Differentiated Instruction, p. 3 	Teacher Edition <ul style="list-style-type: none"> • Personal Writing, p. 34 Additional Resources <ul style="list-style-type: none"> • Authentic Assessment, p. 6 	Teacher Edition <ul style="list-style-type: none"> • Visual Literacy, p. 34 • Using Geo. Skills, p. 37 Additional Resources <ul style="list-style-type: none"> • Daily Focus Trans., 2-1

What Influenced Colonial Government?


Main Idea Science and the influence of reason led to new innovations in political thought.

Civics & You What helps people get along with each other? Do they need rules, a strong leader, or to share the same goals? Read to learn how thinkers in Europe answered these questions.

Many of the rights that American citizens enjoy today can be traced to the political and legal traditions of England and to the ideas of a cultural movement called the **Enlightenment**. When English people began settling here in the 1600s, they brought with them a history of limited and representative government. They also brought with them new ideas about law, society, and the rights people possessed.

For centuries, England had been ruled by a **monarch**—a king or queen. However, noble families also had considerable power. The monarch gave them ownership and control of vast lands in exchange for their loyalty, tax payments, and promises of military support.

The Magna Carta

In 1215, nobles rebelled against King John, who had treated them harshly. They forced the king to sign an agreement called the Magna Carta (Latin for “Great Charter”). This **document**, or deed, protected the nobles’ privileges and **authority**, or control. It also **granted**, or allowed, certain rights to all landholders—rights that eventually came to apply to all English people. These rights included equal treatment under the law and trial by one’s peers. The Magna Carta limited the power of the monarch by guaranteeing that no one would be above the law, not even the king or queen.  (See the Appendix to read this document.)

Parliament

Kings who followed John met regularly with nobles and church officials to get their advice. Gradually, this group grew in size and power, expanding to include representatives of the common people. By the late 1300s, it had developed into a **legislature**—a lawmaking body—known as Parliament.

For the next few centuries, English monarchs cooperated with Parliament. In the mid-1600s, however, serious power struggles began. In 1688, Parliament removed King James II from the throne and invited his daughter Mary and her husband William to rule instead. In doing so, Parliament demonstrated that it was now stronger than the monarch.

This peaceful transfer of power, known as the Glorious Revolution, changed government in England. From that time on, no ruler would have more power than Parliament.

Authority From the end of the seventeenth century on, English monarchs, such as George III, shared the powers of government with Parliament. **Describing** How did the authority of English monarchs change?



Teach

C Critical Thinking

Identifying Central Issues Have students briefly state the central issue addressed by the Magna Carta and the Glorious Revolution. (*In both cases, monarchs surrendered power to the people.*) **OL**

R Reading Strategy

Predicting Ask: What might have happened to King John if he had refused to sign the Magna Carta? (*He probably would have been removed from the throne or possibly even killed.*) **OL**

Caption Answer:

Students may say that the Glorious Revolution in 1688 peacefully and permanently transferred power from the monarch to Parliament. Encourage students to name the king that Parliament removed from the throne and his replacement. (*King James II was replaced by his daughter Mary and her husband William.*)

Additional Support

Did You Know?

Parliament The word “parliament” is formed from two root words in French and Latin. The French word is “parler,” which means to talk. The Latin word is “parliamentum.” It is the word for the conversations monks used to engage in every evening after dinner.

Great Britain’s parliament consists of the Monarch, the House of Lords, and the House of Commons. Today, the House of Lords has 700 members. The House of Commons has 646 elected MPs, or Members of Parliament.

D Differentiated Instruction

English Learners Point out the words “equity law” and “statutory” law in the chart. Tell students that the word “equity” means “fair or just.” Explain that “statutory” comes from the word “statute.” Statutes are the laws passed by legislatures. Equity laws are the laws used in courts.

Ask: Why do we need different kinds of laws? (Different laws address different situations or solve different problems.) **ELL**

S Skill Practice

Visual Literacy Ask: How are constitutional and equity law different? (Constitutional law is our most important source of law. Equity law is used in courts to resolve disputes.) **OL**

W Writing Support

Personal Writing Have students write a paragraph or poem explaining what the word “liberty” means to them. They may include personal experiences, an anecdote, or an example. **OL**

Analyzing Charts

Answers:

1. because it is based on the Roman practice of writing their senate’s laws
2. constitutional law

Differentiated Instruction

Sources of American Law



Greek Law

Each city-state had its own government and laws. Citizens were expected to take part in government.

Roman Law

Roman law was standardized. Legal procedures were the same in all parts of the Roman Empire.

Common Law

Made by judges in the process of resolving cases, this law is sometimes called case law. It was brought to America from English courts.

Equity Law

This law is a system of rules that resolves disputes on the basis of fairness. It was developed in the king’s courts in England and merged with common law in America.

Constitutional Law

America’s fundamental and most important source of law was written in 1787 and has been changed by 27 amendments.

Statutory Law

This law is made by legislatures at the national, state, and local levels. It is based on the Roman practice of writing down the laws of their senate.

Analyzing Charts

1. **Explaining** Why is statutory law sometimes called Roman law?
2. **Identifying** What is our nation’s most important source of law?

English Bill of Rights To clarify this relationship, Parliament drew up the English Bill of Rights in 1689. This document further restricted the monarch’s power. It also guaranteed free elections to Parliament, the right to a fair trial, and the elimination of cruel and unusual punishments.

Common Law

In its earliest days, England had no written laws. People developed rules to live by, however, and these customs came to have the force of law. In addition, as a court system developed, the courts’ decisions became the basis of a body of law. When judges were asked to decide a case, they would look for a **precedent**, or a ruling in an earlier case that was similar. The judge would then make a consistent ruling.

This system of law is known as **common law**. It rests on court decisions rather than regulations written by lawmakers. Although England’s system of common law came about without being planned, it worked well and has remained in place to this day. Our own laws about property, contracts, and personal injury are based on English common law.

S Philosophical Influences

John Locke (1632–1704) was an English writer who supported the Glorious Revolution. Locke argued that people were born free, equal, and independent. They also possessed rights, called **natural rights**, to life, liberty, and property that no government could take away. In *The Second Treatise of Government*, Locke wrote:

“All mankind . . . being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.”

—John Locke, *The Second Treatise of Government*

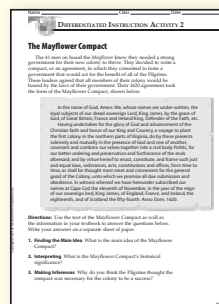
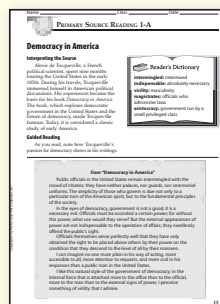
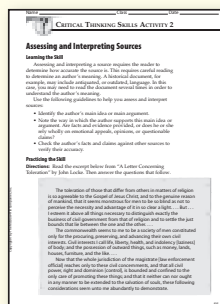
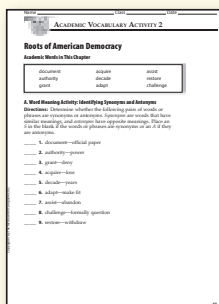
Leveled Activities

BL Academic Vocabulary Activity 2, URB p. 47

OL Critical Thinking Skills Activity 2, URB pp. 55–56

AL Primary Source Reading 1A, URB pp. 15–16

ELL Differentiated Instruction Activity 2, pp. 59–60



What Is a Social Contract?

Locke also believed that if a government tried to take away people's natural rights, it was breaking the social contract. A **social contract** is an agreement among the people in a society. They agree to give up part of their freedom to a government in exchange for protection of natural rights. The people agree to obey the government as long as it protects their rights.

French philosopher Jean-Jacques Rousseau (1712–1778) wrote in *The Social Contract*, published in 1762, that “man is born free, yet everywhere he is found in chains.” Rousseau was referring to the large number of people in Europe living under oppressive governments. He argued that the people alone had the right to determine how they should be governed.

Separation of Powers A French writer, Baron de Montesquieu (1689–1755), developed the idea about dividing the branches of government into different parts to balance

each other so that no one part can become too strong or threaten individual rights. His ideas on the separation of powers, along with Locke's ideas on the social contract and natural rights, became cornerstones of the Declaration of Independence and the U.S. Constitution.

Ideas of Enlightenment Locke and Montesquieu are considered Enlightenment thinkers. Building on the scientific discoveries of the 1600s, these thinkers believed that God had created an orderly universe. The laws of this universe could be discovered through the use of human reason. Enlightenment thinkers argued that the laws that governed nature also applied to human life and society. As you will read, the ideas of the Enlightenment had a profound effect on Americans.

 **Reading Check** **Evaluating** Why was the English Bill of Rights important to English citizens?

Social Contract The Mayflower Compact, signed by the Pilgrims in 1620, stands as the first example of many colonial plans for self-government. **Explaining** Why is the Mayflower Compact considered a social contract?



C Critical Thinking

Analyzing Primary Sources

French philosopher Jean Jacques Rousseau wrote in 1762 that “man is born free, yet everywhere he is found in chains.”


Ask: Do you think he approved or disapproved of this situation? Why? (He disapproved. Using the word “yet” after the word “free” implies his disapproval.) **OL**

For additional practice on this skill (Analyzing Primary Sources), see the **Skills Handbook**.

R Reading Strategy

Identifying Ask: What does the word “enlightenment” mean? (*the promotion of reasoning and the spread of knowledge*)

OL

 **Reading Check** **Answer:** It restricted the monarch's power, guaranteed free elections and the right to fair trials, and eliminated cruel and unusual punishments.

Caption Answer:

Students may say that the Mayflower Compact was a written set of rules for self-government that the Pilgrims drew up for themselves.

Assessing and Interpreting Sources

- Objective:** To understand Locke's reasoning
- Focus:** Have students seek Locke's reasons for limiting government involvement in religion.
- Teach:** Explain that Locke is writing from a nation with a state religion.
- Assess:** Identify over which parts of life Locke believes government should have some control.
- Close:** Outline Locke's reasons for government not controlling worship.

Differentiated Instruction Strategies

BL Ask: What are “civil interests,” according to Locke?

AL Connect Locke's final claim in the excerpt with the need for religious tolerance.

ELL Pair English learners with more proficient readers for help with archaic language.

D Differentiated Instruction

Logical/Mathematical Ask: How many years passed between the founding of Jamestown and the formation of the House of Burgesses? (twelve years; Jamestown, 1607; House of Burgesses, 1619) **BL**

R Reading Strategy

Analyzing Information Have students explain in their own words how a joint-stock company is organized. (Each person owns part of the company and gets a share of the profits.) **OL**

C Critical Thinking

Predicting Ask: What might have happened if the Pilgrims had not signed the Mayflower Compact? ? (Without rules, the colony probably would have fallen into chaos.) **OL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

Caption Answer:

They were elected by the men who owned property.

Hands-On Chapter Project Step 1

Conducting a Community Meeting

Step 1: Electing a Leader Groups of students will research traditional New England town meetings in order to plan and conduct a classroom community meeting.

Directions Write the Big Idea on the board. Assign students to groups. Tell each group to first elect a leader to direct their group. Explain that the leader will make sure that everyone has input into developing the

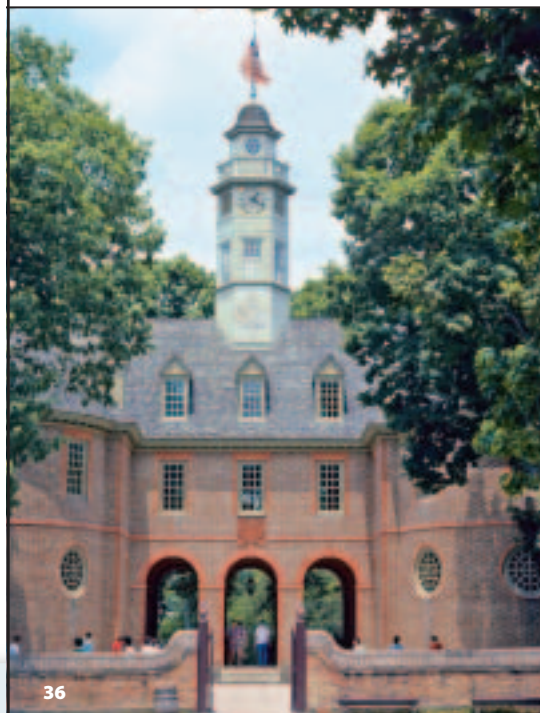
Colonial Traditions of Self-Government

Main Idea The American colonists accepted the idea of representative government.

Civics & You What do you do when you face a difficult problem? Do you try to solve it yourself? Do you ask other people for help? Read to learn about the development of representative government in the colonies.

In the 1600s and 1700s, England established colonies in America. A **colony** is a group of people in one place who are ruled by a parent country elsewhere.

The Capitol at Williamsburg Williamsburg was the capital of Virginia from 1699 to 1780. Those who met here included Patrick Henry, George Washington, Thomas Jefferson, and George Mason. **Explaining** How were the members of the House of Burgesses chosen?



The early colonists remained loyal subjects of England, with a strong sense of English political traditions. They accepted common law and believed that the ruler was not above the law. They also expected to have a voice in government and other basic rights.

Representative Government

The first permanent English settlement in North America was Jamestown, in what is now Virginia. It was founded in 1607 by the Virginia Company, a group of London merchants. Jamestown was organized as a **joint-stock company**, which provided investors partial ownership and a share in future profits. The merchants also received a charter from King James I. A **charter** is a written document granting land and the authority to set up colonial governments.

At first Jamestown was managed by a governor and council appointed by the Virginia Company. In 1619, however, the colonists formed the House of Burgesses, the first representative assembly, or legislature, in the English colonies. The House of Burgesses had little power, but it marked the beginning of self-government in colonial America.

The Mayflower Compact In 1620, shortly after the House of Burgesses was formed, another group of colonists from England, known as the Pilgrims, arrived in America. They built a settlement called Plymouth hundreds of miles north of Virginia. Today Plymouth is in Massachusetts, a part of New England.

Even before their ship, the *Mayflower*, reached America, the Plymouth colonists realized they needed rules to govern themselves if they were to survive in a new land. They drew up a written plan for government. Forty-one of the men aboard signed the Mayflower Compact. (See the Appendix to read this document.) A **compact** is an agreement, or contract, among a group of people.

agenda for the meeting and will see to it that when the meeting is held, everyone will have an opportunity to speak. After the majority in each group agrees on a leader, have the groups research the kinds of issues addressed at traditional New England town meetings as well as how the meetings are organized and run.

Summarizing Have groups share what they learned about the Big Idea while researching New England town meetings. For guidance, students may refer to "Plan-

ning an Interactive Town Meeting," www.democracy/2000.org/meetingplan.htm, "Town Meeting," or "Historical Background on Town Government in New England," www.osv.org/education. Encourage them to also discover additional historical sources on their own. Groups will use this information about town meetings in Section 2 to decide what to put on the agendas for their school or classroom community meetings. **OL**

(Project continued in Section 2)

Town Meetings The Mayflower Compact established a tradition of direct democracy. Throughout the colonial period—and in New England today—citizens held town meetings to address local problems and issues. These town meetings developed into the local town government. Although anyone in the town could attend and express an opinion, voting was limited to men who had been granted land by the town.

Fundamental Orders of Connecticut By 1639 a number of Pilgrims were being persecuted for their religious beliefs. They left Massachusetts and colonized the area that is now Connecticut. There, they developed America's first written constitution—the Fundamental Orders of Connecticut. This document called for an assembly of elected representatives from each town to make laws. It also called for the popular election of a governor and judges.

Early Legislatures The success of the Jamestown and Plymouth colonies led to other settlements in America. By 1733, thirteen English colonies stretched from Massachusetts (which included what is now Maine) in the north to Georgia in the south. Each new colony set up its own government.

Each colony had a governor, who was elected by the colonists or appointed by the English king. Each colony also had a legislature, with representatives elected by the free adult males.

As years passed, the colonial governments took on more responsibility while the king and Parliament dealt with matters in Great Britain (the country was renamed the United Kingdom of Great Britain in 1707 when England unified with Scotland). The colonists in America soon grew used to making their own decisions.

Reading Check **Concluding** How did Great Britain's tending to matters in that country affect the colonists?

D Differentiated Instruction

Gifted and Talented Have students choose either the Mayflower Compact or the Fundamental Orders of Connecticut and research one or more men who helped write the documents. Have students present their findings in an oral report. **AL**

S Skill Practice

Using Geography Skills Ask students to find Jamestown, Virginia, and Plymouth, Massachusetts, on a map. **OL**

Reading Check **Answer:** They began governing themselves with little input from Great Britain.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review.

Close

Identifying Without referring to the text, have students name as many documents as they can that influenced the colonists' political thinking. **OL**

Section 1 Review

Section Review 1

Vocabulary

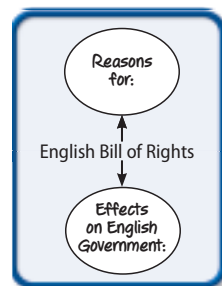
- Write** complete sentences using each of these key terms: *Enlightenment, monarch, legislature, precedent, common law, natural rights, social contract, colony, joint-stock company, charter, compact.*

Main Ideas

- Explaining** Describe two influences that changed colonial thought.
- Hypothesizing** Why were colonists so eager to put self-government into practice?

Critical Thinking

- BIG Ideas** Explain the reasons for and the effects of the English Bill of Rights by completing a graphic organizer like the one that follows.



- Drawing Conclusions** Explain the significance of the Glorious Revolution.
- Comparing** Read the Mayflower Compact in the Appendix. What ideas do you see in the compact that also exist in the government of the United States?

CITIZENSHIP Activity

- Persuasive Writing** Imagine you are an English noble in favor of the Magna Carta. Write a letter to the king explaining why he should sign the document.



Study Central™ To review this section, go to glencoe.com.

Answers

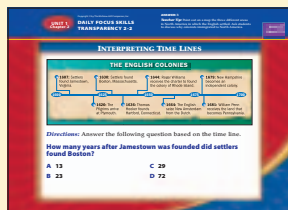
- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- the Enlightenment, social contracts, and natural rights
- The British were living far away in a different type of society, and the colonists thought they were better suited to govern themselves.
- Reasons for: power struggles with King James II; Effects: restricted monarch's power; guaranteed free elections; guaranteed the right to a fair trial; eliminated cruel and unusual punishment
- It changed government in England by proving that Parliament was more powerful than the monarch.
- Answers may include just and equal laws that all would obey for the common good. Ask volunteers to share their responses and to lead a class discussion.
- Answers will vary but may include the ideas that nobles had privileges and authority; landowners had rights; the power of the monarch should be limited; and no one should be above the law, not even the king or the queen.

Focus



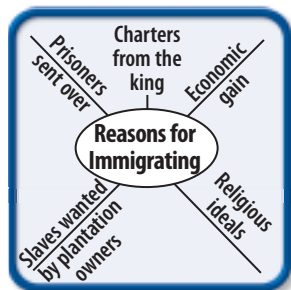
Bellringer

Daily Focus Transparency 2-2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the English colonies, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Political, social, religious, and economic changes influence the way Americans think and act.

Content Vocabulary

- proprietary colony (p. 39)
- royal colony (p. 39)
- religious dissenters (p. 41)
- Puritans (p. 41)
- Pilgrims (p. 41)
- toleration (p. 41)
- indentured servant (p. 42)
- plantation (p. 43)
- triangular trade (p. 43)

Academic Vocabulary

- acquire (p. 39)
- decade (p. 39)

Reading Strategy

Identifying On a web diagram like the one below, identify reasons that people immigrated to the English colonies.



The English Colonies

Real World Civics

During the American Revolution, the drum and fife called the soldiers to action! Julie Phelps keeps the tradition alive. She practices the fife, whose shrill notes strengthened soldiers' orders to march, turn, change formation, or halt. The fife, and its companion the drum, have marched to war with soldiers since the twelfth century. During the Revolutionary War, the fife and drum were well known to colonist-soldiers. The rat-a-tat tat-a-pan of the drums provided a beat for marching and for signaling battle. So, even though colonists worked to escape from English rule, they brought an English military custom into battle.

▼ Julie Phelps, playing the fife, keeps tradition alive



R Reading Strategies

Teacher Edition

- Organizing, p. 39
- Identifying, p. 40
- Summarizing, p. 42
- Questioning, p. 43

Additional Resources

- Cont. Vocab., URB p. 45
- Guid. Read., URB p. 66
- RENTG, p. 13

C Critical Thinking

Teacher Edition

- Making Inferences, p. 39
- Draw. Conclusions, p. 41
- Making Comparisons, p. 42

Additional Resources

- Crit. Think., URB p. 55
- Quizzes and Tests, p. 15

D Differentiated Instruction

Teacher Edition

- Gifted & Talented, p. 41
- Below Grade Level, p. 43

Additional Resources

- School-to-Home Conn., URB p. 61
- Reteach. Act., URB p. 63

W Writing Support

Teacher Edition

- Descriptive Writing, p. 41

Additional Resources

- Authentic Assessment, p. 6

S Skill Practice

Teacher Edition

- Hypothesizing, p. 40

Additional Resources

- Daily Focus Trans., 2-2
- Stan. Test., p. 3

Settling the Colonies

Main Idea The English established thirteen colonies along the East Coast of North America.

Civics & You How far would you travel to live in a new place? What would it be like if you did not know what to expect? Read to learn about the early settlements in North America.

Although several European nations had claims in North America, it was the English who eventually dominated the continent. By 1733, there were thirteen colonies along the eastern seaboard under English control. These colonies had been founded in a variety of ways and for a variety of reasons. Despite these differences, the colonies had one thing in common—their English heritage.

New England Colonies

Nine years after the Pilgrims arrived at Plymouth, another group of investors received a royal charter to start a colony north of Plymouth. In 1630, about 900 men, women, and children landed at Massachusetts Bay and built a town they called Boston. During the 1630s, more than 15,000 people journeyed to the new colony of Massachusetts. By the mid-1600s, the New England colonies of Rhode Island, Connecticut, and New Hampshire had been founded.

The Middle Colonies

A second group of colonies grew up south of New England. Known as the Middle Colonies, they included New York, New Jersey, Pennsylvania, and Delaware.

The first of these, New York, was originally the Dutch colony of New Netherland. An English fleet seized the important harbor town of New Amsterdam on Manhattan Island in 1664. The English King Charles II gave the colony to his brother, the Duke of York.

The newly **acquired**, or obtained, colony of New York became a **proprietary colony**, in which the owner, or proprietor, owned the land and controlled the government. The Duke of York gave the southern part of his colony to two men, who named it New Jersey. For several **decades**, or ten-year spans, New Jersey was a proprietary colony. In 1702, it became a **royal colony**, one owned and ruled directly by the king.

Another proprietary colony was started in 1680. William Penn received a large parcel of land west of the Delaware River from King Charles. Penn saw his colony, Pennsylvania, as a place to put his Quaker ideals of peace, equality, and justice to work. By offering freedom of religion, Penn drew many settlers to his new city of Philadelphia. In 1704, the southernmost three counties of the colony separated and became known as Delaware.

Southern Colonies

A third set of colonies formed in the South after Jamestown, Virginia, was founded as a joint-stock colony in 1607 (it became a royal colony in 1624). North of Virginia, Maryland was founded in 1734. To Virginia's south, another group of proprietors started Carolina. The two parts of Carolina developed differently, and they officially became two royal colonies, North and South Carolina, in 1729.

Boston By the 1660s, Boston was one of the largest cities in the English colonies. **Specifying In what year did the first English settlers come to Boston?**



Teach

C Critical Thinking

Making Inferences Ask: **Why were the first colonies established on the eastern seaboard?** (That's where new colonists arrived by ship.) **OL**

R Reading Strategy

Organizing As students read, have them fill in time lines of the key dates and events related to settling each of these areas: New England, Middle, and Southern colonies. **OL**

Caption Answer:

Settlers arrived in 1630.

Did You Know?

Pennsylvania William Penn, who founded the colony of Pennsylvania, did not name it after himself. He wanted to call it "New Wales" or "Sylvania." However, King Charles II asked William Penn to name the colony after his father who shared the same name. King Charles owed the elder Penn money, but Mr. Penn died before the king could repay it. To settle the debt, he gave the

younger William Penn a charter for land in the New World that became the colony of Pennsylvania.

A Quaker, Penn set out to create a godly society that welcomed all religions. His goal was to create an ideal place that would be a model for—not just the other colonies—but for the rest of the world.

S Skill Practice

Hypothesizing Have students study the map and series of key events. **Ask:** *Why do you think major governmental meetings were held in Philadelphia?* (because of its central location and prominence) **OL**

R Reading Strategy

Identifying **Ask:** *What was one reason the colony of Georgia was established?* (as a debtor's haven or as a military barrier) **OL**

Analyzing Maps

Answers:

1. New Jersey, Pennsylvania, New York, Delaware
2. Connecticut, the Fundamental Orders of Connecticut

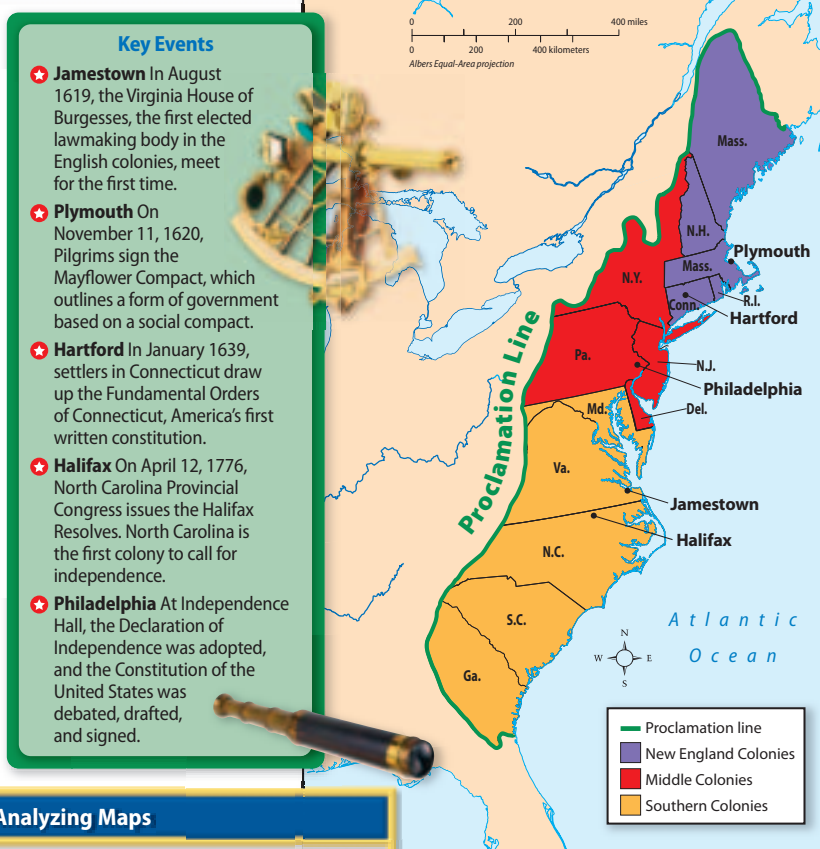
Reading Check **Answer:** In proprietary colonies, the owner owned the land and controlled the government. The king owned the land and ruled royal colonies.

Differentiated Instruction

The English Colonies

Maps in Motion

See StudentWorks™ Plus or glencoe.com.



Analyzing Maps

1. **Identifying** What states made up the Middle Colonies?
2. **Describing** What colony had the first written constitution, and what was it called?

Georgia The last English colony founded in America was Georgia. A group led by James Oglethorpe received a charter to create a colony where English debtors and poor people could make a fresh start. In Great Britain, debtors were often thrown into prison. The British government had another reason for

creating Georgia. This colony could protect the other British colonies from Spanish attack. Great Britain had been at war in the early 1700s, and new conflicts over territory in North America were always breaking out. Located between Spanish Florida and South Carolina, Georgia could serve as a military barrier.

Reading Check **Comparing** How did proprietary and royal colonies differ?

Leveled Activities

BL Critical Thinking Skills 2, URB pp. 55–56

OL Guided Reading Activity 2-2, URB p. 66

AL Primary Source Reading 1B, URB pp. 17–18

ELL Writing Skills Activity 2, URB pp. 51–54

People of the Colonies

Main Idea Throughout the colonies, people adapted their traditions to the new conditions of life in America.

Civics & You Would you be willing to move across the ocean to unexplored, possibly dangerous territory to gain certain freedoms or perhaps just to get a new start on life? Read to find out why English settlers came to North America.

English colonists settled in America for different reasons. Some immigrated to escape religious persecution in England. Others came in search of economic gain. Still others, such as criminals, prisoners, and enslaved

Africans, did not come willingly. Colonists' reasons for immigration helped shape the types of colonies they created.

Why Did Colonists Immigrate?

Many colonists in New England and the Middle Colonies were **religious dissenters**, those who followed a faith other than the official religion of England, the Anglican religion. For example, the founders of Massachusetts were called **Puritans**, because they wanted to reform, or purify, the Anglican Church.

Religious Havens These Puritans also considered themselves **Pilgrims**, or people on a religious journey. The rulers of Massachusetts did not believe in **toleration**, or acceptance, of other religions.

New York City Colonists settled where economic opportunities were available. New York became a leading center for commerce and trade. **Explaining** What natural feature made New York an economic center?



Chapter 2 41

D Differentiated Instruction

Gifted and Talented Have students investigate the reforms the Puritans wanted the Anglican Church to make. Have them present an oral report to the class, using a chart to list the issues. **AL**

C Critical Thinking

Drawing Conclusions Have students look carefully at the picture. **Ask:** How could you tell these people lived in a city, even if the streets and buildings were not shown? (They are dressed in nice clothes, so clearly are not doing work such as fishing or farming common to rural areas.) **OL**

W Writing Support

Descriptive Writing Have students imagine they are using the painting on this page to describe life in New York City to a relative in England. Have them write a descriptive letter based on this painting that would make that person want to visit. **OL**

Caption Answer:
its harbor

Hands-On Chapter Project Step 2

Conducting a Community Meeting

Step 2: Setting an Agenda Groups of students report on their research on traditional New England town meetings that they began in Section 1.

Directions Write the Big Idea on the board. Have students share what they have learned so far. Tell each group to elect a "town clerk"

to take notes on their ideas. Based on their knowledge, they will develop and reach consensus on an agenda, known in colonial times as a warrant. They will publicly post the warrant so that all citizens know the issues relevant to their own school or classroom community that will be discussed.

Summarizing Have groups share their ideas for the content and design of their warrants. Groups will use the information

about the practical content of town meetings they learned in Section 1 to decide what issues to put on their school or classroom agendas. **OL**

(Project continued in Section 3)

R Reading Strategy

Summarizing Pair students and have them write one paragraph summarizing where different immigrant groups settled and why each settled in a particular area. **OL**

C Critical Thinking

Making Comparisons **Ask:** How were the lives of slaves and indentured servants the same? How were they different? (Both groups were poor and worked hard. Once the indentured servants worked off their debts to colonists who paid for their passage, they were free. The slaves were owned by their masters.) **OL**

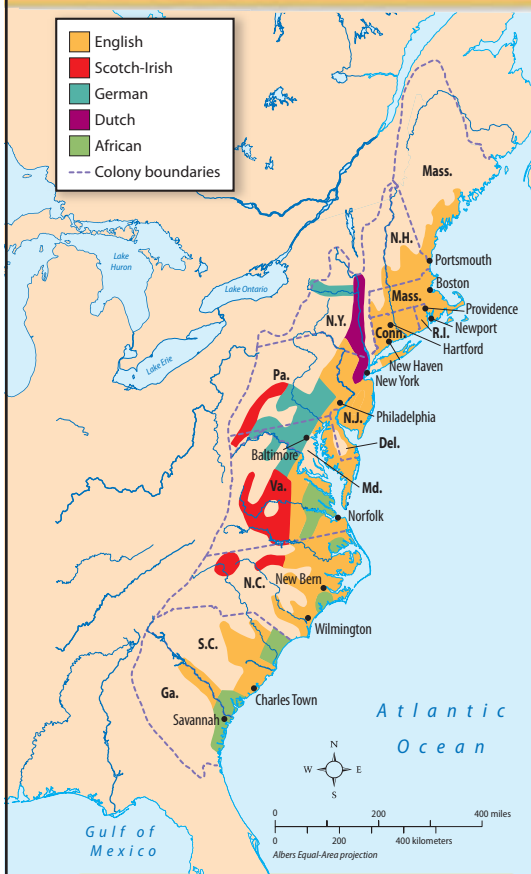
For additional practice on this skill (Making Comparisons), see the **Skills Handbook**.

Analyzing Maps

Answers:

1. English
2. Middle Colonies

Dominant Immigrant Groups in the Colonies



Analyzing Maps

1. **Locating** What immigrant group was predominant along the Atlantic Coast?
2. **Describing** In what regions did German immigrants settle?

In the late 1600s, devout Puritans in Salem and other Massachusetts towns held trials of people accused of witchcraft. In the town of Salem alone, 19 residents were convicted and hanged, and five died in prison before the trials were discontinued in 1693.

Other groups sought religious freedom. The Quakers founded Pennsylvania as a safe place to practice their religion. A proprietor named George Calvert founded Maryland in 1634 as a safe home for Catholics. In 1636, a minister named Thomas Hooker led his church congregation to Connecticut, south of Massachusetts, in search of religious freedom. Another minister, Roger Williams, was forced to leave Massachusetts for his religious views and his belief that it was wrong to take land from Native Americans. In 1644, Williams received a charter to found the colony of Rhode Island. Rhode Island became the first place in America to welcome people of all faiths.

Economic Opportunity Especially in the South, many settlers came to the colonies for economic reasons. Early Virginians struggled until they began successfully to raise and sell their tobacco crop. Carolina was strongly influenced by immigrants from the English colony of Barbados in the West Indies. There, many settlers became involved in growing rice and indigo, a valuable blue dye.

The system of **indentured servants** made it possible for poor people to come to the colonies. Colonists in America agreed to pay the cost of transporting the servants to the colonies and promised to provide food, clothing, and shelter to them until their indentures, or labor contracts, expired.

Conflict Over Land Throughout the colonies, the spread of settlements led to conflicts with Native Americans over land. In some colonies, such as Pennsylvania, relations were fairly peaceful. In Virginia, they were not. In the 1640s, Virginia Governor William Berkeley agreed to keep settlers from taking Native American land. A planter named Nathaniel Bacon disagreed strongly with this policy and led attacks on the colonial government. Bacon's Rebellion showed that many settlers were not willing to be restricted by government policy.

Differentiated Instruction

The Mayflower Compact

The Mayflower Compact

The Pilgrims on board the Mayflower knew they needed a strong government for their new colony in Boston. They decided to write a compact, or an agreement, in which they consented to form a government that would act for the benefit of all of the Pilgrims. These leaders agreed that all members of their colony would be bound by the laws of their government. Their agreement took the form of the Mayflower Compact, shown below.

In the name of God, Amen, We, whose names are underwritten, the loyal subjects of our most excellent King, James, by the grace of God, of Great Britain, France and Ireland King, Defender of the Faith, etc. Having undertaken for the glory of God and advancement of the Christian faith and honor of our King and Country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually in the presence of God and one of another, covenant and combine our selves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and officers, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape Cod the seventh of November, in the year of our Sovereign Lord King James of Great Britain, the sixth, and of Scotland the fifty-fourth, Anno Domini, 1620.

Directions: Use the text of the Mayflower Compact as well as the information in your textbook to answer the questions below. Write your answers on a separate sheet of paper.

1. **Finding the Main Idea** What is the main idea of the Mayflower Compact?
2. **Interpreting** What is the Mayflower Compact's historical significance?
3. **Making Inferences** Why do you think the Pilgrims thought the compact was necessary for the colony to be a success?

- Objective:** To understand this document's significance
- Focus:** Have students discuss the challenges the Pilgrims faced.
- Teach:** Review the Mayflower Compact with students.
- Assess:** Underline phrases in the compact that establish self-government.
- Close:** Discuss the physical conditions under which the compact was written.

Differentiated Instruction Strategies

- BL** **Ask:** Why did the Pilgrims come to the New World?
- AL** Have students write and perform a skit in which the Pilgrims decide to write the compact.
- ELL** Discuss with students the formal language and serious tone common to important historical documents such as this.

The Beginnings of Slavery

In the Southern Colonies, a form of large-scale agriculture developed, based on the **plantation**, or large estate. This system for growing tobacco, rice, and indigo demanded more workers than immigration and the system of indentured servants could provide. Southern farmers began using enslaved Africans. Enslaved workers, unlike indentured servants, did not have to be freed and therefore would never need their own land.

At first it was not clear that enslaved Africans were to be treated differently from white indentured servants. Gradually, legal distinctions were adopted. Indentured servants retained the rights of English people and the protection of the law. Africans were protected by no law or tradition.

The trade in enslaved Africans was at the heart of what came to be called the **triangular trade**—the pattern of trade that developed among the Americas, Africa, and Europe. The colonists shipped rum to Africa, where traders exchanged it for enslaved people and

gold. The enslaved were shipped to the West Indies and traded for sugar and molasses, which was used to make rum in America. The Africans' horrendous journey across the Atlantic was known as the Middle Passage. A young African, Olaudah Equiano, described the voyage:

"I was soon put down under the decks . . . The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us . . . The shrieks of the women, and the groans of the dying, rendered [made] the whole a scene of horror."

—Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

Reading Check Evaluating How did the system of indentured servants help both business owners and workers?

R Reading Strategy

Questioning After students read the first two sentences, ask them why indentured servants and immigrants were not sufficient for the Southern Colonies. **OL**

D Differentiated Instruction

Below Grade Level Have students draw a large triangle and label the points the Americas, Africa, and Europe. Have them use arrows and pictures to illustrate the triangular trade. **BL**

Reading Check Answer: business owners did not have to pay the workers; the workers got their passage paid to the colonies and were eventually free.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Outlining Have students outline the section. They should highlight the differences of the three colony groupings. **OL**

Section 2 Review

Section Review 2

Vocabulary

- Write** a paragraph in which you use the following terms: *proprietary colony*, *royal colony*, *religious dissenters*, *Puritans*, *Pilgrims*, and *toleration*. Then write a second paragraph using these terms: *indentured servant*, *plantation*, and *triangular trade*.

Main Ideas

- Identify** the Southern Colonies and their location.
- Describe** three main reasons why colonists came to America. Which do you think was most important? Why?

Critical Thinking

- BIG Ideas** Use a graphic organizer similar to the one below to identify who founded the colony, and discuss the reasons the colony was founded.

Colony	Why was it founded?
New York	
Pennsylvania	
Georgia	

- Analyzing** Why did slavery become more prevalent in the Southern Colonies than in New England?

- Explaining** What was the main reason immigrants settled in the Southern Colonies?

CITIZENSHIP Activity

- Descriptive Writing** Pretend you have decided to move from England to America in the 1700s. Write a letter to your family and friends explaining why you have chosen to settle in a particular colony.



Study Central™ To review this section, go to glencoe.com.

Answers

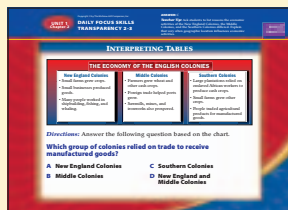
- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Maryland, Virginia, North Carolina, South Carolina, Georgia
- They came for religious freedom or economic reasons or were brought against their will as enslaved Africans, prisoners, or criminals. Others chose to come as indentured servants. Answers for the most important reason they came will vary.
- New York:** founded as a royal colony by the Duke of York, brother of King Charles II; **Pennsylvania:** founded by William Penn to offer religious freedom to all; **Georgia:** founded as a proprietary colony as a place for debtors to get a fresh start also served as a military barrier
- More workers were needed for the plantations there, and slaves were cheap labor.
- Immigrants settled there to grow tobacco, rice, and indigo.
- Letters will vary but should include factual information about the chosen colony.

Focus



Bellringer

Daily Focus Transparency 2-3



Guide to Reading

Answers to Graphic:

New England	general farming, fishing, sewing clothes, lumbering, running small businesses, milling grain, making rum, and working as shopkeepers, blacksmiths, shoemakers, shipbuilders, fur trappers, and whalers
Middle Colonies	growing wheat and other cash crops, working in sawmills, mines, and ironworks
Southern Colonies	growing tobacco, rice, indigo, and grain on plantations, raising cattle, naval stores

Section Spotlight Video

To learn more about colonial society, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Political, social, religious, and economic changes influence the way Americans think and act.

Content Vocabulary

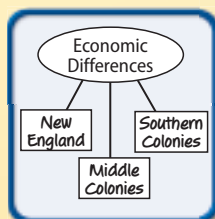
- Tidewater (p. 46)
- egalitarianism (p. 48)

Academic Vocabulary

- adapt (p. 45)
- assist (p. 48)

Reading Strategy

Organizing Use a graphic organizer like the one below to describe the differences in the economies of the New England, Middle, and Southern Colonies.



Colonial Society

Real World Civics Six U.S. presidents graduated from Harvard University, a remarkable record for a school founded before the Revolutionary War and designed to train ministers. Most early schools in America were established on the ideals of freedom of religion and freedom of education. In 1940, John F. Kennedy, one of those Harvard graduates, prepared to leave college to visit Britain, where his father was the U.S. Ambassador. Kennedy later returned to the United States during the early rumblings of World War II and went on to be, in just over two decades, the 35th president of the United States.

▼ A youthful John F. Kennedy



R Reading Strategies

Teacher Edition

- Outlining, p. 45
- Monitoring, p. 46
- Summarizing, p. 47
- Academic Vocab., p. 47
- Organizing, p. 48

Additional Resources

- Guid. Read. URB, p. 67
- RENTG, p. 16

C Critical Thinking

Teacher Edition

- Analyzing Pri. Sources, p. 47
- Analyzing Info., p. 48
- Sequencing Events, p. 49

Additional Resources

- Quizzes and Tests, p. 16

D Differentiated Instruction

Teacher Edition

- Interpersonal, p. 45

Additional Resources

- Diff. Instr., URB p. 59
- Graphic Novel, p. 1

W Writing Support

Teacher Edition

- Expository Writing, p. 46

Additional Resources

- Authentic Assessment, p. 6

S Skill Practice

Teacher Edition

- Using Geo. Skills, p. 45

Additional Resources

- Daily Focus Trans., 2-3

The Economy

Main Idea The people in the colonies developed different ways of living.

Civics & You Is your community or region known for any special product, either agricultural or manufactured? Read to find out how the economies of the New England, Middle, and Southern Colonies differed.

D From the beginning, geography played a key role in how colonies developed. Colonists in the different regions had to **adapt**, or adjust, to the climate, soil, terrain, availability of rivers and harbors, natural resources, and other factors.

New England

Most people in New England, including farmers, lived in towns. Farms were small and located on the towns' outskirts. Long winters and rocky, infertile soil made large-scale farming difficult. Other New Englanders worked in small businesses, milling grain, sewing clothes, or making furniture. Some worked as blacksmiths, shoemakers, or shopkeepers.

Shipbuilding was an important industry. The region's forests provided wood for boats, and fishing and whaling also employed many New Englanders. The Puritan religion of early New England emphasized hard work, modest living, and personal virtues such as honesty, thriftiness, and obedience. These personal characteristics became known as the Puritan ethic.

The Middle Colonies

In contrast to New England, the soil and climate in New York, Pennsylvania, New Jersey, and Delaware were more suited to agriculture. Farmers in the Middle Colonies grew large amounts of wheat and other cash crops, which they sold in markets and overseas. This foreign trade spurred the

growth of busy ports, such as New York and Philadelphia. Industries such as sawmills, mines, and ironworks were developed to take advantage of the region's abundant natural resources. Industry and agriculture also improved through the ideas and energy of immigrants from Germany, Holland, Sweden, and other European countries.

American Economy, c. 1750



Analyzing Maps

- Describing** On what crops did the economy of the Southern Colonies depend?
- Locating** What colonies produced rice and indigo?

Teach

D Differentiated Instruction

Interpersonal Have students discuss among themselves the way the economies of a region can affect peoples' lives. Ask them to consider food, clothing, shelter, and transportation, as well as economic effects. **OL**

R Reading Strategy

Outlining Have students use the map and words on this page to complete their graphic organizers. **Ask:** Which two areas are best suited to agriculture? (the Middle and Southern Colonies) **OL**

S Skill Practice

Using Geography Skills **Ask:** In which colony was fur trapping practiced? (New Hampshire) **OL**

Analyzing Maps

Answers:

- tobacco, rice, and indigo
- the Southern Colonies

Additional Support

Did You Know?

Scots-Irish Heritage The Middle Colonies were settled mainly by poor Scots-Irish immigrants who were drawn to the New World in search of religious freedom and a better standard of living. The number of Scots-Irish immigrants in colonial times was second only to the English. Beginning in 1717, they arrived in large groups until the beginning of the Revolutionary War.

Most settled in the Middle Colonies. Many got off ships in Philadelphia and stayed on in Pennsylvania. The majority were skilled workers who quickly found jobs. Those who came as indentured servants were also skilled. After working off their debts, they readily found work and lived successful lives.

Later, some traveled south on the Great Philadelphia Road, through the Shenandoah Valley and made their way to North and South Carolina, where they settled the frontier. Presidents Andrew Jackson and Ronald Reagan trace their roots to the Scots-Irish immigrants who came to America and built a better life.

R Reading Strategy

Monitoring Remind students to check their comprehension of the text. Students should be asking questions such as "What is the Tidewater?" and "What types of crops were grown there?" **BL ELL**

W Writing Support

Expository Writing Have students write brief magazine articles about the Tidewater regions of Virginia and North Carolina. Tell students to write their articles for first graders and to explain how their vocabulary level and tone will be adapted for beginning readers. **OL**

Reading Check **Answer:** The South had the right conditions: a warm climate, a long growing season, rich soil, and large tracts of land available.

Caption Answer:

Crops on large plantations required massive amounts of labor. By not paying enslaved workers, plantation owners could save money.

Differentiated Instruction

CHART, GRAPH, AND MAP SKILLS ACTIVITY 2

Reading a Time Line

Learning the Skill

Time lines show the order of key events during a particular historical period. A time line begins with one specific date—usually a year—and ends with another. All significant events between those dates are listed in the order they occurred. Reading time lines is an easy way to make sense of the flow of events. A time line also gives you a picture of the relationships among events. To read a time line, use the following steps:

- Read the title of the time line to learn its subject.
- Determine the time span between the first and last dates shown.
- Determine the intervals, or lengths, between dates. These intervals divide the time line into smaller segments.
- Identify the individual events labeled along the time line. Look for relationships among the events.

Practicing the Skill

Directions: Read the time line below, and answer the questions that follow.

Time	Event	Time	Event
1776	Declaration of Independence	1781	British evacuated Yorktown
1781	British evacuated Yorktown	1783	Treaty of Paris signed
1783	Treaty of Paris signed	1787	Constitution adopted
1787	Constitution adopted	1791	Bill of Rights adopted
1791	Bill of Rights adopted	1796	Washington elected president
1796	Washington elected president	1800	Jefferson elected president
1800	Jefferson elected president	1803	Louisiana Purchase
1803	Louisiana Purchase	1809	Madison elected president
1809	Madison elected president	1812	War of 1812 begins
1812	War of 1812 begins	1815	Treaty of Ghent signed
1815	Treaty of Ghent signed	1817	Monroe Doctrine announced
1817	Monroe Doctrine announced	1823	Adams-Onís Treaty signed
1823	Adams-Onís Treaty signed	1825	Andrew Jackson elected president
1825	Andrew Jackson elected president	1828	John Q. Adams elected president
1828	John Q. Adams elected president	1832	Andrew Jackson elected president
1832	Andrew Jackson elected president	1836	Sam Houston elected president of Texas
1836	Sam Houston elected president of Texas	1845	Texas annexed to the United States
1845	Texas annexed to the United States	1848	Poland gains independence
1848	Poland gains independence	1849	Lincoln elected president
1849	Lincoln elected president	1850	Compromise of 1850
1850	Compromise of 1850	1854	Free Soil Party founded
1854	Free Soil Party founded	1856	Frederick Douglass elected to Congress
1856	Frederick Douglass elected to Congress	1858	Abraham Lincoln elected president
1858	Abraham Lincoln elected president	1860	Jefferson Davis elected president of the Confederacy
1860	Jefferson Davis elected president of the Confederacy	1861	Fort Sumter attacked
1861	Fort Sumter attacked	1862	Emancipation Proclamation issued
1862	Emancipation Proclamation issued	1863	Gettysburg battle
1863	Gettysburg battle	1864	Lincoln re-elected president
1864	Lincoln re-elected president	1865	Confederacy surrenders
1865	Confederacy surrenders	1868	Reconstruction begins
1868	Reconstruction begins	1870	Reconstruction ends
1870	Reconstruction ends	1876	Compromise of 1876
1876	Compromise of 1876	1877	Reconstruction ends
1877	Reconstruction ends	1878	Reconstruction begins
1878	Reconstruction begins	1880	Reconstruction ends
1880	Reconstruction ends	1881	Reconstruction begins
1881	Reconstruction begins	1882	Reconstruction ends
1882	Reconstruction ends	1883	Reconstruction begins
1883	Reconstruction begins	1884	Reconstruction ends
1884	Reconstruction ends	1885	Reconstruction begins
1885	Reconstruction begins	1886	Reconstruction ends
1886	Reconstruction ends	1887	Reconstruction begins
1887	Reconstruction begins	1888	Reconstruction ends
1888	Reconstruction ends	1889	Reconstruction begins
1889	Reconstruction begins	1890	Reconstruction ends
1890	Reconstruction ends	1891	Reconstruction begins
1891	Reconstruction begins	1892	Reconstruction ends
1892	Reconstruction ends	1893	Reconstruction begins
1893	Reconstruction begins	1894	Reconstruction ends
1894	Reconstruction ends	1895	Reconstruction begins
1895	Reconstruction begins	1896	Reconstruction ends
1896	Reconstruction ends	1897	Reconstruction begins
1897	Reconstruction begins	1898	Reconstruction ends
1898	Reconstruction ends	1899	Reconstruction begins
1899	Reconstruction begins	1900	Reconstruction ends
1900	Reconstruction ends	1901	Reconstruction begins
1901	Reconstruction begins	1902	Reconstruction ends
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1910	Reconstruction ends	1911	Reconstruction begins
1911	Reconstruction begins	1912	Reconstruction ends
1912	Reconstruction ends	1913	Reconstruction begins
1913	Reconstruction begins	1914	Reconstruction ends
1914	Reconstruction ends	1915	Reconstruction begins
1915	Reconstruction begins	1916	Reconstruction ends
1916	Reconstruction ends	1917	Reconstruction begins
1917	Reconstruction begins	1918	Reconstruction ends
1918	Reconstruction ends	1919	Reconstruction begins
1919	Reconstruction begins	1920	Reconstruction ends
1920	Reconstruction ends	1921	Reconstruction begins
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1928	Reconstruction ends	1929	Reconstruction begins
1929	Reconstruction begins	1930	Reconstruction ends
1930	Reconstruction ends	1931	Reconstruction begins
1931	Reconstruction begins	1932	Reconstruction ends
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1934	Reconstruction ends	1935	Reconstruction begins
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1976	Reconstruction ends	1977	Reconstruction begins
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1978	Reconstruction ends	1979	Reconstruction begins
1979	Reconstruction begins	1980	Reconstruction ends
1980	Reconstruction ends	1981	Reconstruction begins
1981	Reconstruction begins	1982	Reconstruction ends
1982	Reconstruction ends	1983	Reconstruction begins
1983	Reconstruction begins	1984	Reconstruction ends
1984	Reconstruction ends	1985	Reconstruction begins
1985	Reconstruction begins	1986	Reconstruction ends
1986	Reconstruction ends	1987	Reconstruction begins
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1988	Reconstruction ends	1989	Reconstruction begins
1989	Reconstruction begins	1990	Reconstruction ends
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1993	Reconstruction begins	1994	Reconstruction ends
1994	Reconstruction ends	1995	Reconstruction begins
1995	Reconstruction begins	1996	Reconstruction ends
1996	Reconstruction ends	1997	Reconstruction begins
1997	Reconstruction begins	1998	Reconstruction ends
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1999	Reconstruction begins	2000	Reconstruction ends
2000	Reconstruction ends	2001	Reconstruction begins
2001	Reconstruction begins	2002	Reconstruction ends
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2003	Reconstruction begins	2004	Reconstruction ends
2004	Reconstruction ends	2005	Reconstruction begins
2005	Reconstruction begins	2006	Reconstruction ends
2006	Reconstruction ends	2007	Reconstruction begins
2007	Reconstruction begins	2008	Reconstruction ends
2008	Reconstruction ends	2009	Reconstruction begins
2009	Reconstruction begins	2010	Reconstruction ends
2010	Reconstruction ends	2011	Reconstruction begins
2011	Reconstruction begins	2012	Reconstruction ends
2012	Reconstruction ends	2013	Reconstruction begins
2013	Reconstruction begins	2014	Reconstruction ends
2014	Reconstruction ends	2015	Reconstruction begins
2015	Reconstruction begins	2016	Reconstruction ends
2016	Reconstruction ends	2017	Reconstruction begins
2017	Reconstruction begins	2018	Reconstruction ends
2018	Reconstruction ends	2019	Reconstruction begins
2019	Reconstruction begins	2020	Reconstruction ends
2020	Reconstruction ends	2021	Reconstruction begins
2021	Reconstruction begins	2022	Reconstruction ends
2022	Reconstruction ends	2023	Reconstruction begins
2023	Reconstruction begins	2024	Reconstruction ends
2024	Reconstruction ends	2025	Reconstruction begins
2025	Reconstruction begins	2026	Reconstruction ends
2026	Reconstruction ends	2027	Reconstruction begins
2027	Reconstruction begins	2028	Reconstruction ends
2028	Reconstruction ends	2029	Reconstruction begins
2029	Reconstruction begins	2030	Reconstruction ends

1. Calculating What is the total time span on this time line? What are the intervals on the time line?

2. Locating Which year passed first: the Stamp Act or the Emancipation Act?

Chart, Graph, and Map Act. 2, URB pp. 57-58

The Southern Colonies

A warm climate, long growing season, and rich soil spurred the growth of large-scale agriculture in the Southern Colonies. In Maryland, Virginia, and North Carolina, tobacco was the leading crop. Rice dominated in South Carolina and Georgia. Both crops were grown in the **Tidewater**, areas of flat, low plains, near the seacoast of Virginia and North Carolina. The region's rivers made it easy to transport the harvested tobacco and rice, along with other products such as indigo and grain, to the coast for shipment to overseas markets. Charleston, South Carolina, became a leader in trade, thanks to its excellent harbor.

Tidewater crops required very large amounts of labor. Owners of plantations, the

large estates of the Southern Colonies, came to depend on enslaved African workers. Smaller-scale agriculture also existed, mainly in inland areas. Independent small farmers grew tobacco, corn, and other crops and were less dependent on enslaved workers.

Small farmers outnumbered the large plantation owners. The plantation owners, however, had greater wealth and more influence. They controlled the economic and political life of the region. Because large-scale agriculture was dominant in the South, the region did not develop much industry or commerce. It traded its many agricultural products for the manufactured goods it needed.

Reading Check Explaining Why did the plantation system develop in the South but not in the New England or the Middle Colonies?

The Southern Economy Large-scale farming grew in South Carolina and in many parts of the South. **Explaining** Why did slavery become the labor system for large plantations?



Reading a Time Line

Objective: To practice reading a time line

Focus: Review with students the purposes of time lines.

Teach: Have students explain why each event is important enough to appear on the time line.

Assess: Ask students to explain their placement of events on the second time line

Close: Have students create a time line of important events in the school.

Differentiated Instruction Strategies

BL Ask students to decide on a useful and descriptive title for each time line.

AL What cause-and-effect relationships can you infer from events on the first time line?

ELL Remind students that time lines can be arranged horizontally, with dates running from left to right, or vertically, with dates running from top to bottom.

An American Identity

Main Idea The colonies continued to grow and developed their own culture and beliefs.

Civics & You What are some things you consider truly American? Read to find out how the colonists began to form a culture that was different from other cultures.



Religion Revival Massachusetts minister Jonathan Edwards preached throughout the colonies urging renewed faith. **Explaining What was the Great Awakening?**

In 1760, an English traveler in America, Andrew Burnaby, wrote that the colonies were as different from one another as “fire and water.” He felt their differences in character, manners, religion, and interests would prevent them from ever uniting. Burnaby noted:

“In short, such is the difference of character, manners, religion, and interest of the different colonies that if they were left to themselves, there would soon be a civil war from one end of the continent to another.”

—Andrew Burnaby, *Burnaby's Travels Through North America*

But in spite of the opinion of Burnaby and others, by the mid-1700s, colonists were already developing an American identity.

Religion

The desire for religious freedom was the reason many settlers first came to America, and religion remained a key element of the emerging American identity. In several colonies, such as Massachusetts, religious leaders were often also the leaders of the government. Puritans passed laws that supported their beliefs about religion and society, and they had the power to expel those who did not share these beliefs.

In other colonies, however, religion became separate from government, and toleration became the official policy. In colonies

such as Pennsylvania and Rhode Island, toleration of other religions drew settlers of many different faiths. Religious tolerance gradually spread to other colonies during the 1700s.

The Great Awakening While some Americans turned away from religion in the 1700s, others renewed their faith. In the 1720s, a powerful religious revival known as the Great Awakening swept through the colonies. Fiery preachers stressed the importance of a personal religious experience and questioned the commitment and authority of some established religious leaders. Congregations were torn apart, and new religious groups, such as Baptists and Methodists, grew strong. In the South, enslaved workers found hope in Christianity, which strongly influenced the development of a new African American culture.

Education

Religious feeling also led to the founding of America's first colleges and schools. Colleges such as Harvard in Massachusetts, Princeton in New Jersey, and William and Mary in Virginia were created for the

C Critical Thinking

Analyzing Primary Sources After students read the first sentence, ask them to clarify Burnaby's use of figurative language by explaining the differences between fire and water. **OL**

For additional practice on this skill (Analyzing Primary Sources), see the **Skills Handbook**.

R1 Reading Strategy

Summarizing Pair students and have them write one paragraph summarizing the different attitudes toward religion in the colonies. Have students share their summaries with the class. **OL**

R2 Reading Strategy

Academic Vocabulary Tell students: Rewrite the sentence, using a synonym for the word “expel.” (Sentences should include the words “force out,” “remove,” or something similar.) **BL ELL**

Caption Answer:

The Great Awakening was a powerful religious revival that swept through the colonies during the 1720s.

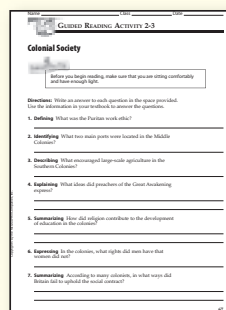
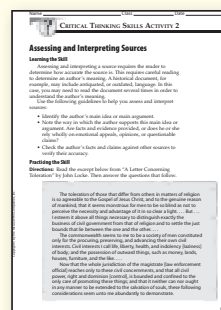
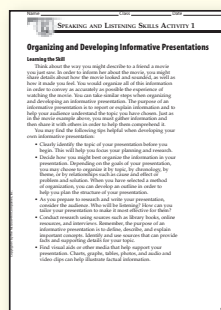
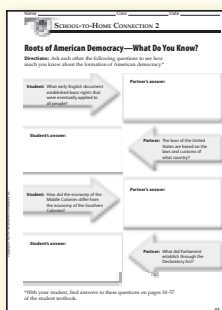
Leveled Activities

BL School-to-Home Activity
2, URB p. 61

OL Speaking/Listening Skills
1, URB pp. 9–11

AL Critical Thinking Skills
Activity 2, URB pp. 55–56

ELL Guided Reading Activity
2-3, URB p. 67



R Reading Strategy

Organizing Draw two columns on the board and head one “Men” and the other “Women.” Ask students to list the different duties and rights of the sexes in colonial society. (*Men were family heads, could vote and own property, and managed all community and church affairs; wives looked after family and household but could not run businesses or own property; widows and unmarried women could do so, but no women could vote. In towns women could work as maids, cooks, nurses, teachers, seamstresses, and shopkeepers.*) **OL**

C Critical Thinking

Analyzing Information **Ask:** *Why were widows and unmarried women allowed to run businesses and own property? (because they had to support themselves)* **OL**

Answer:

Student answers might suggest Bita was motivated by the poverty she saw in Iran to help immigrant children in her city for whom English was a second language. She has a passion for languages and believes education is a way to battle poverty.

Hands-On Chapter Project Step 3

Planning and Conducting a Community Meeting

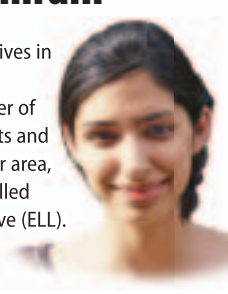
Step 3: Creating a Warrant Groups of students will continue their work on conducting a community meeting. A representative from each group will report on the agendas they developed for a school community meeting. Representatives chosen from each group will prepare a warrant.

Directions Write the Big Idea on the board. Have the town clerk from each group share

TIME

Teens in Action

Bita Emrani



Bita Emrani, 17, who lives in Greensboro, North Carolina, knows the power of words. To help immigrants and disadvantaged kids in her area, she started a program called English Learning with Love (ELL).

QUESTION: Why did you create a language-tutoring program?

ANSWER: I started ELL in 2005 after a visit to Iran. I was haunted by the poverty there and decided to help the disadvantaged in my own city. I think education is an important way to battle poverty. Plus, I have a real passion for languages (I'm bilingual in Persian and English and able to get by in Spanish).

Q: What does ELL do?

A: ELL is an English for Speakers of Other Languages (ESOL) program and it's held after school in three local elementary schools. We help newcomers to the area become members of the community by working to improve their English. ELL works with about 30 to 35 students.

Q: Who are the tutors?

A: I recruit high school kids who volunteer their time to help. These teens discover that they can have a huge impact on their community.

Q: What difference do you see in the participants after they take the program?

A: ELL has not only improved kids' English, but it's also improved their attitude toward learning.

Q: What does the future hold for you?

A: I want to pursue a degree in public policy. I'd also like to volunteer for a nonprofit international medical organization, such as Doctors Without Borders.

ACTION FACT: Emrani loves learning dances from other countries.

Making a Difference

CITIZENSHIP

Why did Bita start the ELL program?

purpose of training ministers. Religious groups also set up schools for children to make sure that people could read the Bible for themselves. In some colonies, taxes were levied to pay for public education. Not all colonial Americans enjoyed the benefits of education, however. Slave codes—strict laws governing the treatment of enslaved people—made it illegal to teach enslaved workers to read or write.

Family Life

The family formed the foundation of colonial society. Men were the formal heads of their families, which were often large. Wives looked after children and worked on household chores. On farms, men and women often worked together, **assisted**, or helped, by older children.

In towns, women sometimes held jobs outside the home. They worked as maids, cooks, nurses, teachers, shopkeepers, or seamstresses. Families often arranged for their sons to work as apprentices, or learning assistants, to craft workers who taught them a trade. Married women had few rights, while widows and unmarried women could run businesses and own property. Women, however, could not vote, and men managed all community and church affairs.

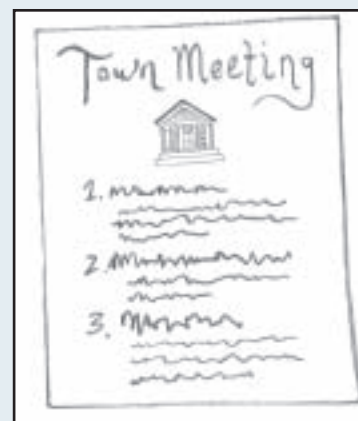
Ideas About Government

In spite of the inequalities that existed in colonial America between whites and African Americans and between men and women, a new spirit was growing. The Enlightenment reinforced the idea of natural rights and individualism. The Great Awakening encouraged Christians to question traditional authority and to rely on their own insights about God. Together these two powerful influences helped create a spirit of **egalitarianism**, or equality. One element of this spirit of egalitarianism was the belief of many colonists that they possessed all the traditional rights of native English people.

what issues students have decided to display on their warrants. The warrant will take the form of a poster. Students should decorate the poster in old-fashioned lettering and include drawings of school landmarks or illustrations that reflect the content of their warrants.

Summarizing Have groups share their ideas for their warrants. Groups will use their warrants to conduct their own town meetings in Section 4. **OL**

(Project continued in Section 4)



Americans viewed the growth of the power of Parliament in the 1700s with approval. They considered the British legislature the protector of the people's rights against royal power. At the same time, America's colonies were governed by officials appointed by the British crown, a decision in which Americans had no say. British trade and tax policies protected British interests at the expense of American businesses.

Government in the Colonies The English government had permitted new patterns of land ownership, new types of worship, and new kinds of government in its colonies. Once established, these practices became fixed principles. The colonists became used to self-government and gradually came to think of it as their right.

By 1733, all thirteen English colonies had been established, each with its own constitution. The Massachusetts Body of Liberties, adopted in 1641, protected individual rights and became part of colonial law. In 1683 the Pennsylvania Frame of Government

was passed. This document, along with the 1701 Pennsylvania Charter of Privileges, established part of the basis for the U.S. Constitution and the Bill of Rights. By the time the colonies gained independence in 1776, each colony had its own representative government, one that had been operating for more than 100 years.

Growing Discontent Yet, by the mid-1700s, many Americans felt they did not possess the rights of English citizens. They read Enlightenment writings in which the rights of the individual were proclaimed. Yet many British policies toward the colonies did not follow these ideals. In particular, colonists accepted John Locke's idea that government derives its power from the consent of the people. As the century wore on, Americans looked for answers to the problem of a distant and unresponsive British government. To a growing number, one answer seemed to make the most sense: independence.

Reading Check Concluding How did religious beliefs influence American ideas about government?

C Critical Thinking

Sequencing Events Have students work in pairs to find the dates each of these documents were adopted and then put the documents in sequential order: Declaration of Independence, Pennsylvania Charter of Privileges, Pennsylvania Framer of Government, Massachusetts Body of Liberties. (1. *Massachusetts Body of Liberties*, 1641; 2. *Pennsylvania Framer of Government*, 1683; 3. *Pennsylvania Charter of Privileges*, 1701; 4. *Declaration of Independence*, 1776) **BL**

Reading Check Answer: It encouraged Christians to question authority and to rely on their own insights.

Assess

Civics ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Have students use their graphic organizers to create a two-minute presentation about the differences among the three regions and how these differences affected each region's citizens. **OL**

Section Review 3

Vocabulary

- Write** a paragraph about life in the Southern Colonies using these terms: *Tidewater*, *egalitarianism*.

Main Ideas

- Identifying** What were the main crops grown in the Southern Colonies?
- Describing** What was the purpose of the first colleges?

Critical Thinking

- Determining Cause and Effect** How did the geography of the New England and the Middle Colonies contribute to their economic development?
- BIG Ideas** Use a graphic organizer similar to the one below to show the effects of the Great Awakening on the American colonies.



- Analyzing Visuals** Study the map on page 45 that shows the economic activity of the colonies. On what crops did the economy of the Middle Colonies depend?

CITIZENSHIP Activity

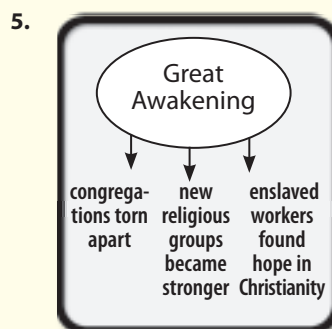
- Expository Writing** Describe the founding of at least two colonies in a short essay.

Civics ONLINE

Study Central™ To review this section, go to glencoe.com.

Answers

- Definitions for the vocabulary words are found in the section and in the Glossary.
- tobacco, indigo, and rice
- to train ministers
- Bad soil and a cold climate made New England unsuited to extensive farming. Fishing and whaling were also popular jobs. The fertile land of the Middle Colonies was suited for farming wheat and other crops; their fine seaports spurred trade, and the region's natural resources supported sawmills, mines, and ironworks.



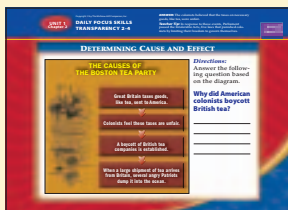
- grain
- Essays will vary. Papers should include accurate, factual information.

Focus



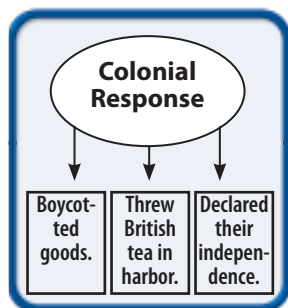
Bellringer

Daily Focus Transparency 2–4



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the birth of a democratic nation, have students watch the Section Spotlight Video for this section.

Resource Manager

Birth of a Democratic Nation

Guide to Reading

Political principles and major events shape how people form governments.

Content Vocabulary

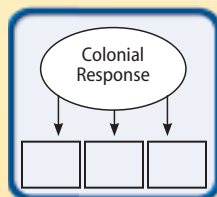
- mercantilism (p. 51)
- boycott (p. 52)
- repeal (p. 52)
- delegate (p. 54)
- independence (p. 54)

Academic Vocabulary

- challenge (p. 54)
- restore (p. 54)

Reading Strategy

Determining Cause and Effect As you read, complete a chart like the one below by explaining how the colonists responded to British actions.



Real World Civics The air was hot and muggy, the sun beating down at midday, and the windows were tightly shut. As July, 1776 began, dozens of men sat around these tables in Independence Hall in Philadelphia debating Thomas Jefferson's Declaration of Independence. They were British subjects living in a British colony, so each man agreeing to this document was committing treason against his country. Treason was punishable by death. Yet 56 men signed the Declaration, which outlines the reason why America should declare itself a new and independent nation. On the Fourth of July, these men announced to the world: "We mutually pledge to each other our lives, our fortunes and our sacred honor," in the hope that they one day would be free.

▼ Room where Declaration of Independence was signed



R Reading Strategies

Teacher Edition

- Predicting, p. 51
- Summarizing, p. 52
- Academic Vocab., p. 53
- Setting a Purpose, p. 54
- Identifying, p. 55

Additional Resources

- Guid. Read., URB p. 68
- RENTG, p. 19

C Critical Thinking

Teacher Edition

- Drawing Conclusions, p. 51
- Analyzing Info., p. 53
- Compare/Contrast, p. 54

Additional Resources

- Biographies, URB p. 49
- Quizzes and Tests, p. 17

D Differentiated Instruction

Teacher Edition

- Gifted/Talented, p. 54

Additional Resources

- School-to-Home Conn., URB p. 61
- Reteach. Act., URB p. 63
- Graphic Novel, p. 1

W Writing Support

Teacher Edition

- Personal Writing, p. 52
- Persuasive Writing, p. 56

Additional Resources

- Writing Skills Act., URB p. 51
- Authentic Assessment, p. 6

S Skill Practice

Teacher Edition

- Identifying Points of View, p. 55

Additional Resources

- Chart, Map, and Graph Skills, URB p. 57
- Daily Focus Trans., 2–4
- Pol. Cartoons Trans. 2



New York Harbor New York served as an economic center of activity for the Northern Colonies, receiving ships from all over the world. **Analyzing** How did the British policy of salutary neglect affect the colonies?

Teach

R Reading Strategy

Predicting Ask: According to the theory of mercantilism, what would happen if a country bought more goods than it sold to other countries? (It would not become powerful or wealthy.) **OL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

C Critical Thinking

Drawing Conclusions Ask: Who benefited most from mercantilism: the colonies or Great Britain? (Great Britain) **BL**

Caption Answer:

They learned how to govern themselves and to manage their own affairs.

Colonial Resistance

Main Idea The American colonists began to fight against British control.

Civics & You Have you ever stopped buying a product, perhaps because the manufacturer changed the product or raised its price? Read to find out why American colonists refused to buy British products.

Separated from Great Britain by more than 3,000 miles (4,828 km) of vast ocean and left largely to their own devices, the American colonists gained valuable experience in self-government. They learned how to manage their own affairs. This policy of loose control by the British was known as salutary, or healthy, neglect. Under this policy, the British did not insist on strict enforcement of laws.

Mercantilism Around 1760, when George III took the throne, Britain's policy toward the American colonies began to change. The British adopted a program called mercantil-

ism. **Mercantilism** is the theory that a country's power depends on its wealth. A nation should sell more goods to other countries than it buys. A favorable balance of trade—more exports and fewer imports—brings money into the country. For mercantilism to be successful, Great Britain needed the colonies to be a source of cheap, raw materials. The Navigation Acts were a series of laws, passed in the early 1660s, that put the theory of mercantilism into practice.

Growing Tensions

Since the late 1600s, the British and the French had battled for supremacy in Europe and other parts of the world. After several wars in Europe, the fighting spilled over into North America. At a conference in Albany, New York, in 1754, the colonies debated a plan for a federal union. The plan, proposed by a committee led by Benjamin Franklin, was rejected. However, the Albany Plan showed that many colonists were already thinking about joining together for their common defense.

Additional Support

Activity: Interdisciplinary Connection

Literature and History Have students find the following primary source, either in the library or on the Internet. It explains the Albany Plan of Union drafted by Benjamin Franklin, which proposed that each colony would elect delegates to an American con-

tinental assembly run by a royal governor. (The library reference is *Papers of Benjamin Franklin*, vol. 5 [1959], pp. 387–92 by Leonard Larrabee, ed. The online reference for this source is located at <http://www.constitution.org/bcp/albany.htm>). Have students briefly

summarize the major points in Franklin's plan and tell why the British government did not support it. (*British officials realized it would give too much power to the colonies.*) **AL**

R Reading Strategy

Summarizing Have students use a tape recorder to dictate a brief summary of events before and after the Stamp Act of 1765. Then have each student listen to a partner's recording and provide feedback of the completeness of the summary. **OL**

W Writing Support

Personal Writing Have students write a paragraph describing their thoughts about whether the colonists' response to the Stamp Act was reasonable. **OL**

TIME Political Cartoons

Answers:

1. America (the colonies)
2. the king
3. The horse (America) is trying to throw off its master (the king).
4. opposition to the Stamp Act

TIME Political Cartoons



—Library of Congress

Every year, more than half of all Americans do voluntary work. One of the responsibilities of citizens is to help make their country a better place. It is the duty of every citizen to do his or her part.

This cartoon was created in Great Britain in 1779.

1. What does the horse represent?
2. Whom does the rider stand for?
3. What action is taking place in this image, and what does it symbolize?
4. What historical event do you think inspired this image?

From 1754 to 1763, Great Britain fought a long, costly war against France—the French and Indian War—winning French territory in North America. In order to prevent conflict with Native Americans over land, colonial settlers were forbidden to settle west of the Appalachian Mountains without permission from the British government. This Proclamation of 1763 enraged many farmers and others who wanted the land. To pay off its heavy war debts, Britain placed steep taxes and new restrictions on the American colonies. The Stamp Act of 1765 required colonists to attach expensive tax stamps to all newspapers and legal documents. The Quartering Act required the colonies to provide barracks and supplies to British troops.

were formed throughout the colonies in opposition to the Stamp Act.

Stamp Act Congress In October of 1765, nine of the thirteen colonies sent representatives to the Stamp Act Congress held in New York City. The representatives prepared a declaration against the new British actions, which was sent to King George III. This action marked the first time that a majority of the colonies joined together to oppose British rule. As a result, the British Parliament **repealed**, or cancelled, the Stamp Act.

The same day it repealed the Stamp Act, Parliament passed the Declaratory Act of 1766, which stated that Parliament had the right to tax and make decisions for the American colonies “in all cases.” Then, in 1767, Parliament passed a set of laws that came to be known as the Townshend Acts. One of the Townshend Acts legalized the use of writs of assistance to assist customs officers in arresting smugglers.

Worsening Relations

In protest, many colonists decided to **boycott**, or refuse to buy, British goods. Organizations known as the Sons of Liberty

Differentiated Instruction

52 Chapter 2

Richard Henry Lee

- Objective:** To identify Lee's contributions to the early governing documents of the United States
- Focus:** Have students identify Lee's contributions to the Continental Congress, the Declaration of Independence, and the Constitution.
- Teach:** Review the Stamp and Townshend acts, and why they angered Lee.
- Assess:** Explain Lee as “a chief architect” of the nation.
- Close:** Write a paragraph on Lee's importance.

Differentiated Instruction Strategies

- BL** Ask: Who is considered “the father of our country,” and how did Lee help shape this man's career of service to the nation?
- AL** Explain the logic behind Lee's comparison of “bad government” and suicide.
- ELL** What was the result of Lee opposing a strong national government?

Biography Activity 2

Richard Henry Lee 1732–1794

Although he is not considered the father of our country, Richard Henry Lee is a name you may know. He was a member of the Continental Congress. Lee introduced a resolution calling for “these United Colonies, and of right ought to be, free and independent States.” Lee's resolution led the Congress to declare the Declaration of Independence and to create the United States of America.

Lee was born in a wealthy family in Virginia and educated at one of the best schools in England. Following his return to America, Lee served as a member of the House of Burgesses in 1770. The following year, he entered Virginia's House of Burgesses. For much of that time, however, Lee was a quiet and devoted legislator. That changed in 1776 when Lee introduced a resolution in a spirited debate opposing the Stamp Act. Lee also spoke out against the Townshend Acts and worked to establish committees of correspondence that supported cooperation between American colonies.

An Active Patriot

When tensions with Britain increased, the colonies organized the Continental Congress. Lee and Henry served as delegates from Virginia. Lee took part in many historic decisions in the Congress. For example, he was on the committee that named George Washington as Commander in Chief of the new Continental army. Lee signed strongly for independence, and on June 7, 1776, he introduced the resolution.

Loyalty to Virginia

Despite his support for the colonies' separation from Britain, Lee continued against a strong national government. He argued that every state had a government must be established for the sake of equality. He argued that the United States should be a confederation of states. Lee's opposition led to the adoption of the Constitution's first 10 amendments.

Biography Activity 2,
URB pp. 49–50

The writs were general search warrants that enabled customs officers to enter any location to look for evidence of smuggling. Angered by these laws, colonists caused trouble for British officials. The worst incident of violence took place in Boston. On March 5, 1770, British soldiers fired into a crowd, killing five. The shootings became known as the Boston Massacre.

New Taxes and a Tea Party

The colonists resented the new taxes. Because they had no representatives in Parliament, as people living in Great Britain did, the colonists believed that Parliament had no right to tax them. They summed up their feelings with the slogan “No taxation without representation!”

In 1773 Parliament passed another measure. The Tea Act gave the British East India Company the right to ship tea to the colonies without paying most of the taxes usually placed on tea. This made the East India Company tea cheaper than any other tea in the colonies, giving the British company an advantage over colonial merchants. In December 1773, a group of angry colonists dressed as Native Americans dumped 342 chests of British tea into Boston Harbor. In reaction to this protest, known as the Boston Tea Party, Parliament passed the Coercive Acts, which Americans called the Intolerable Acts. These laws restricted the colonists’ civil rights, including the right to trial by jury.

Reading Check Explaining Why were the colonists angry about the new taxes?

R Reading Strategy

Academic Vocabulary Ask: What is a synonym for “slogan”? (a motto or catch phrase) **BL**

C Critical Thinking

Analyzing Information Ask: Why did the colonists call Parliament’s Coercive Acts the Intolerable Acts? (The Coercive Acts restricted the colonists’ civil rights—restrictions that colonists would not tolerate, or put up with.) **OL**

Reading Check Answer: Because they had no representatives in Parliament as British citizens did, they believed the British had no right to tax them.

American Biography

Answer:

Answers will vary. Students may suggest these were the things Jefferson was most proud of.

American Biography

Thomas Jefferson (1743–1826)

Thomas Jefferson disliked public life. “I had rather be shut up in a very modest cottage, with my books, my family and a few old friends,” he once wrote.

Jefferson acquired his lifelong love of books on science, philosophy, and literature from his childhood teachers and as a student at William and Mary College. His enormous library later became the basis of the Library of Congress.

Jefferson had the wealth and social status to live as he wished. However, abuses of power by the

British pulled Jefferson from his beloved home at Monticello, Virginia, and launched him into a lifelong political career.

Jefferson held a variety of offices. They included governor of Virginia, secretary of state, vice president, and president of the United States. Yet, when writing the words for his gravestone, Jefferson mentioned none of these offices. Instead he wrote: *Here was Buried Thomas Jefferson, Author of the Declaration of Independence, of the Statute of Virginia for Religious Freedom and Father of the University of Virginia.*

Making a Difference

Speculating Jefferson is considered one of the greatest writers of early America. Why do you think Jefferson wrote what he did for his gravestone?

Planning and Conducting a Community Meeting

Step 4: Conducting the Meeting Groups of students will conduct a school community meeting based on the format followed in traditional New England town meetings. Depending on the number of groups, each meeting may last 10 or 15 minutes.

Directions Write the Big Idea on the board. Have the town clerk from each group read what has been posted on their warrants. The group leaders, in turn, will open the meetings and act as moderators. The town clerk for each group will record the proceedings. After the meeting, all members of each group will review the notes and make suggestions for the writing of the minutes.

Later, the town clerk will write the minutes and distribute them to all group members.

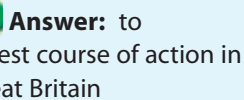
Summarizing To finalize the project, have groups review and discuss their research, their warrants, and their meetings. Have each member write a one-paragraph evaluation of each step of the process they used to plan and conduct their community meeting. **OL** (Project continued on the Visual Summary page)

Hands-On Chapter Project Step 4

Setting a Purpose Have students create a K-W-L chart and write what they know about the Continental Congresses in the K column and what they want to know about them in the W column. After they read the section, have students complete the L column with what they learned. **BL**

Comparing and Contrasting **Ask:** **What different things happened in the First and Second Continental Congresses?** (In the first Congress in 1774, delegates sent a document to the king demanding that their rights be restored. In the second Congress, they decided to officially announce their independence.) **OL**

Gifted and Talented Have students investigate which other delegates assisted Jefferson in drafting the Declaration of Independence. Have them present an oral report to the class, using photographs and background information about each of these delegates. **AL**



Moving Toward Independence

Years after the first battle, Ralph Waldo Emerson wrote this poem to immortalize the colonists who fought at Concord:

“By the rude bridge that arched the flood, Their flag to April’s breeze unfurled, Here once the embattled farmers stood; And fired the shot heard round the world.”

—Ralph Waldo Emerson, "The Concord Hymn"

Main Idea The colonists began to take steps toward independence from Great Britain.

Civics & You How might you protest a new community or school rule that you believed was unfair? Read to find out how Americans protested British measures.

The colonial governments banded together to fight the Intolerable Acts. In September 1774, twelve of the colonies sent **delegates**, or representatives, to Philadelphia to discuss their concerns. These representatives—from every colony except Georgia—wanted to establish a political body to represent American interests and **challenge**, or question, British control.

The First Continental Congress

The meeting in Philadelphia, known as the First Continental Congress, lasted seven weeks. During that time, the delegates sent a document to King George III demanding that the rights of the colonists be **restored**, or given back. They also made plans to extend the boycott of British goods. When the Congress ended, the delegates vowed to hold another meeting if their demands were not met by the following year.

King George responded with force. In April 1775, two battles between British and colonial soldiers took place in Massachusetts at Lexington and Concord. These became the first battles of the Revolutionary War. Until this time, most colonists still thought of themselves as loyal subjects of Great Britain. Now, with British soldiers shooting at Americans, many colonists began to question their attachment to Britain. More people began talking about **independence**, or self-reliance and freedom from outside control.

The Second Continental Congress

In May 1775, colonial leaders met at the Second Continental Congress in Philadelphia. Not every member of the Congress favored independence. Some believed the colonists could never win a war against Great Britain. Others were still loyal to their home country. The Congress spent many months debating the best course of action.

Meanwhile, support for independence grew. In January of 1776, an American colonist named Thomas Paine inspired many other colonists by publishing a pamphlet titled *Common Sense*. In it Paine called for complete independence from Britain. He argued that it was simply “common sense” to stop following the “royal brute,” King George III. Paine called the colonists’ actions a struggle for freedom. By 1776 more than half of the delegates of the Second Continental Congress agreed with Paine that the colonies must break away from Britain.

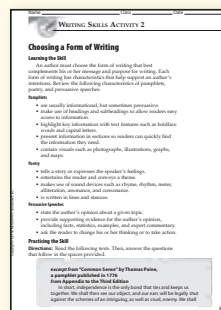
The Congress, acting now as a government for the colonies, appointed a committee to write a document that would officially announce the independence of the United States. Thomas Jefferson, a delegate from Virginia, did most of the work. His draft of the Declaration explained why the United States of America should be a free nation.

 Reading Check **Explaining** Why did colonists gather at the Second Continental Congress?

Leveled Activities

BL

OL

ELL



Citizen Warriors Many women, including Molly Pitcher, fought side by side with other colonial soldiers during the American Revolution. **Comparing** How does the colonial fighting force compare with the makeup of modern army groups?

S Skill Practice

Identifying Points of View Have pairs of students either take the side of the king and Parliament in their decisions to tax the colonists and pass various acts, or the side of the colonists in rebelling against the king and his decisions. **OL**

R Reading Strategy

Identifying Ask: What is a synonym for “unalienable rights”? (absolute rights) What is a synonym for “pursuit”? (“hunt” or “quest”) **OL**

Caption Answer:

Answers will vary. Colonial fighting forces often had to use their own weapons or even farm tools to fight in hand-to-hand combat. Students may suggest that modern armies fight with body armor and use tanks, planes, and bombs as weapons. Hand-to-hand combat is uncommon.

Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

Additional Support

The Declaration of Independence

Main Idea The Declaration of Independence used traditional English political rights to call for independence for the colonies.

Civics & You Why do you think governments are formed? Read to find out how the writer of the Declaration of Independence addressed this question.

The Declaration argued that the British government did not look after the interests of the colonists. The authors included a long list of abuses by King George III and called him a “Tyrant . . . unfit to be the Ruler of a free People.” However, the document was much more than a list of complaints.

Democratic Ideals

The second paragraph of the Declaration of Independence set forth the colonists’ beliefs about the rights of individuals. It said:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

—The Declaration of Independence

Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 2 Web Activity.

Did You Know?

Revolutionary Women Women also risked their lives fighting in the American Revolution. The image in your textbook shows Molly Pitcher in the midst of a battle. Molly Pitcher’s real name was Mary Ludwig Hays McCauley. During the Philadelphia Campaign in New Jersey, Mary joined her husband, a gunner in the Pennsylvania Artillery. She even spent the winter with the Army at Valley Forge.

Mary became known as “Molly Pitcher” after the Battle of Monmouth. This battle occurred in New Jersey on a very hot summer day in 1778. Mary bravely brought pitchers of water to the soldiers during the fighting. Some accounts of the battle say that Mary even took her husband’s place at a cannon after he became ill or injured.

W Writing Support

Persuasive Writing Have students write one paragraph telling some reasons a government should feel responsible for protecting the rights of its people. **OL**

Reading Check **Answer:** to protect the rights of its people

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Have students work in small groups to rephrase, in their own words, the excerpt from the Declaration of Independence at the top of the page. Suggest they use a dictionary or thesaurus, if necessary. **Ask:** *How do modern Americans peacefully show they want a change in government? (They vote in local, state, and national elections.)* **OL**

Section 4 Review

The paragraph quoted from the Declaration went on to say:

“... to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government. . . .”

—The Declaration of Independence

W In other words, the purpose of a government is to protect the rights of the people. Moreover, government is based on the consent, or agreement, of the people. It only has the powers that the governed give it. The people are also entitled to change a government if it disregards their rights or their combined wishes.

These ideas were not new. Remember as you read earlier, the ideas about democracy and freedom originated with the ancient Greeks. Jefferson was influenced by John Locke and other writers. As you learned earlier, Locke wrote that good government is based on a social contract between the people and the rulers. Locke also wrote that all people should equally enjoy the rights to life, liberty, and property.

An Uncertain Future

The Second Continental Congress approved the Declaration of Independence, with a few changes, on July 4, 1776. The American colonies were now independent states—at least in theory. True freedom, though, would not come until the war ended and Great Britain officially recognized the United States as an independent nation.

Reading Check **Summarizing** According to the Declaration, what is the purpose of government?

Section 4 Review

Vocabulary

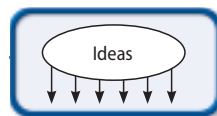
- Write** complete sentences that include these groups of terms: *merchant, boycott, repeal; delegates, and independence.*

Main Ideas

- Explaining** Why did Great Britain show control by raising taxes on the American colonists after 1763? What effect did this have on the colonists?
- Identifying** What British legislation prompted colonists to hold the First Continental Congress in a show of independence?

Critical Thinking

- Persuasive Writing** Assume the role of a British government official in 1774, and write a press release explaining why the Coercive Acts (Intolerable Acts) were necessary.
- BIG Ideas** In a web diagram like the one below, list the ideas of government found in the Declaration of Independence.



CITIZENSHIP Activity

- Expository Writing** Read the Declaration of Natural Rights in the Declaration of Independence (second, third, and fourth paragraphs). Select what you think is the single most important idea and explain in a paragraph how that idea affects your life today.





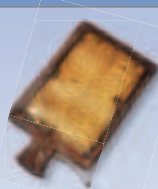



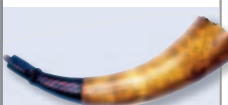
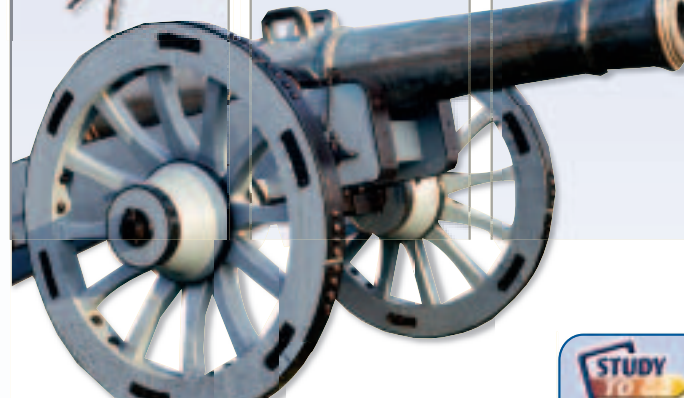
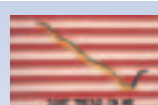

Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Britain raised taxes to pay off its heavy debt incurred during its war with France. The increase in taxes enraged the colonists.
- the Coercive Acts, which the colonists called the Intolerable Acts
- The people can alter or abolish it and institute a new government.
- Press releases will vary, but most students will say the Coercive Acts were necessary to regain control and to restore order after the colonists protested the Tea Act by dumping chests of tea in Boston Harbor.
- men are created equal; people have unalienable rights; governments derive power with citizens' consent; governments must protect citizens' rights; citizens have the right to throw off despotic governments and to set up new ones
- Essays will vary, but should include how the idea affects their daily lives.

Reading a Time Line Have students consider the total amount of time represented by the time line. **Ask:** *How many years passed between the founding of Jamestown and the signing of the Treaty of Paris?* (176) Reinforce that the development of the American democracy was a slow process. **BL**

Making Decisions Have students work in small groups and discuss what kinds of laws are important in an orderly society. **Ask:** *If you were a leader charged with building the foundation for a new society, what three common laws would be most important to institute in an attempt to create a fair and balanced community?* Students should think of the laws that would frame and reasonably maintain their ideal society. Remind students that common laws are those based on customs and rules by which to live. To get students thinking, offer these examples: treating all people with respect, punishing people who break laws, holding elections for leaders. **AL**

1600–1649	1650–1699	1700–1749	1750–1783
1607 Jamestown is founded 1619 House of Burgesses meets for first time 1620 Pilgrims found Plymouth  1630 Puritans settle Massachusetts Bay Colony 1649 Maryland passes Toleration Act 	 1676 Bacon's Rebellion 1681 William Penn founds Pennsylvania  1689 English Bill of Rights signed	 1729 Carolina is divided into separate colonies  1733 Georgia settled last of thirteen English colonies  1740 Great Awakening peaks 	1754 French and Indian War begins; Ben Franklin proposes Albany Plan of Union  1763 Proclamation of 1763 established 1765 Stamp Act protests  1770 Boston Massacre 1773 Boston Tea Party 1775 Battles fought at Lexington and Concord 1776 Declaration of Independence signed 1781 British surrender at Yorktown 1783 With Treaty of Paris, the United States officially wins independence



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Hands-On Chapter Project Step 5: Wrap-Up

Planning and Conducting a Community Meeting

Step 5: Reviewing the Meeting Students will analyze the process they started in Step 1.

Directions: Have the town clerk for each group distribute minutes of the meeting to all group members. After the students have read the minutes, have the groups meet to discuss any concerns. Make sure all the

group members agree with what is written. If there is disagreement, the group members should submit proposed changes to the town clerk. Group members will vote on whether to amend the minutes.

To finalize the project, have groups review and discuss their research, their warrants, and their meetings. Have each member write a one-paragraph evaluation of each step of the process they used to plan and conduct their community meeting. **OL**

Answers and Analyses

Reviewing Vocabulary

1. B Students will have read about natural rights in Section 1 in a section entitled “Philosophical Influences” and about social contracts in the subsection, “What Is a Social Contract?” A student could eliminate the three incorrect answers by using the knowledge that none of the other answers are items that can be taken away.

2. C Students will have read this in Section 2 in a section entitled “The Middle Colonies.” The Duke was given the colony by his brother, King Charles II. Since he owned the colony, he was its proprietor. Knowing that “proprietary” is related to the word that means “owner” in the question should help students logically rule out the other answers.

3. D The text states in a section entitled “Why Did Colonists Immigrate?” that the founders of Massachusetts were Puritans, so named because they wanted to purify the Church of England.

4. B The text states this directly in Section 3 in a section entitled “Colonial Resistance”: “The Navigation Acts were a series of laws, passed in the early 1660s, that put the theory of mercantilism into practice.” The most confusing distractor would most likely be answer D, triangular trade. Students should be able to remember that triangular trade was a trading pattern that developed among the Americas, Africa, and Europe and included the slave trade.

Reviewing Main Ideas

5. C This question will require that students understand the relationship among the most obvious answer selections. From their reading, they should recall that the Magna Carta restricted the monarch’s power and included equal treatment and trial by peers. It was followed by the English Bill of Rights, which further restricted the monarchy and banned cruel and unusual punishment.

6. C This is stated directly in the text in a section entitled “Town Meetings”: “The Mayflower Compact established a tradition of direct democracy.” The most likely

TEST-TAKING TIP

Get eight or more hours of sleep the night before a test.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- If a government tried to take away a people’s _____, it was breaking the social contract.
A legislature **C** charter
B natural rights **D** compact
- The Duke of York owned and governed the _____ of New York.
A Tidewater **C** proprietary colony
B royal colony **D** joint-stock company
- The founders of Massachusetts were _____.
A enslaved people **C** indentured servants
B plantation owners **D** religious dissenters
- The Navigation Acts put _____ into practice.
A toleration **C** egalitarianism
B mercantilism **D** triangular trade

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 32–37)

- Which innovation allowed rights to land holders in England?
A Magna Carta
B common law
C English Bill of Rights
D Locke’s social contract
- Which institution or document established a tradition of direct democracy in New England?
A Virginia Company
B House of Burgesses
C Mayflower Compact
D Fundamental Orders of Connecticut

Section 2 (pp. 38–43)

- Which English colony became the first to welcome people of all faiths?
A Massachusetts **C** Pennsylvania
B Rhode Island **D** Maryland
- Why did Southern farmers begin using enslaved Africans?
A Africans were more willing workers than Europeans.
B Long indentures placed huge financial burdens on planters.
C Plantations demanded more workers than immigration provided.
D The triangular trade was more humane than indentured servitude.

Section 3 (pp. 44–49)

- What about the Middle Colonies spurred the growth of ports such as New York and Philadelphia?
A soil and climate suited to cash crops
B rivers for easy transport to the coast
C abundant wood for use in shipbuilding
D an ideal location for fishing and whaling
- How would you characterize the Great Awakening of the 1700s?
A a religious revival
B a political upheaval
C an economic revolution
D an educational movement

Section 4 (pp. 50–56)

- Which legislation passed by Parliament restricted colonists’ right to trial by jury?
A Stamp Act
B Townsend Acts
C Declaratory Act of 1766
D Coercive Acts

GO ON 

distractor is the House of Burgesses, the first representative assembly in the colonies and the beginning of self-government.

7. B Because all the answer choices are the names of colonies, all seem plausible if students do not read carefully. Careful reading reveals that the Puritans in Massachusetts did not believe in accepting other religions. Pennsylvania was founded by the Quakers as a safe place to practice their religion. Maryland was founded as a safe place for

Catholics. Only Rhode Island, founded by Roger Williams, welcomed people of all faiths.

8. C All the answers for this question except D seem plausible if students do not read carefully. Africans had no choice about working, which is quite different from being more willing to work than Europeans. Since indentured servants were not paid, they placed no financial burden on planters other than costs for room and

12. Who published *Common Sense*, a pamphlet calling for complete independence from Britain?
- A Benjamin Franklin
 - B Thomas Paine
 - C Thomas Jefferson
 - D John Locke

Critical Thinking

Directions: Base your answers to questions 13 and 14 on the cartoon below and your knowledge of Chapter 2.



13. What does the cartoonist imply by using darker print for the word *men*?
- A Women are excluded.
 - B All people are included.
 - C All slaves are excluded.
 - D Male slaves are included.
14. Why does the cartoonist include a washerwoman?
- A to contrast rulers and workers in the colonies
 - B to suggest gender inequality in colonial times
 - C to show the industriousness of colonial women
 - D to imply the protection of even poor people's rights

Need Extra Help?

If you missed questions...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Go to page...	35	39	41	51	33	37	39	43	45	47	53	54	48	48	55	51	51

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow.

This passage from the Declaration of Independence includes some of the colonists' complaints about King George III.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

—the Declaration of Independence

15. The Declaration refers to King George combining with "others" and "giving his assent to their Acts of pretended Legislation." Who are these others?
16. Choose two of the complaints. What legislation or event from the chapter is related to each complaint?

Extended Response

17. The colonists tried other means of resolving their differences with the British before declaring their independence. Write a brief essay describing their efforts.

STOP

Civics ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 2 on glencoe.com.

STANDARDIZED TEST PRACTICE

First Continental Congress to discuss independence in 1774 would help them choose the correct answer.

12. B This is a straightforward question that requires a careful reading of the text. Because all the answers are the names of men who wrote important documents, students need to have kept straight who wrote what.

Critical Thinking

13. A The answer is clearly that women are excluded, because the men are gathered around the Declaration while a woman is depicted scrubbing a floor.

14. B Scrubbing the floors is not a good answer because it is presented in the context of men doing the important work of declaring independence. Students' knowledge from the text would equip them to know that none of the colonists were "rulers" as such. Also, there is no discussion of poor people's rights in the text.

Document-Based Questions

15. Members of Parliament

16. Students answers will vary. Possible answers are that the Coercive or Intolerable Acts caused the quartering of troops in colonists' homes and that the "Murders which they should commit" refers to the Boston Massacre.

Extended Response

17. Students' essays will vary. Look for supporting details from the chapter.

board. Students' recollection of the account by Olaudah Equiano in "The Beginning of Slavery" in Section 2 would clearly rule out triangular trade as a humane practice.

9. A A careful reading of facts about each colonial region in the section entitled "The Economy" in Section 3 is required to select the right answer. It was the rivers of the Southern Colonies that made for easy transport. The other two answers describe attributes of the New England colonies.

10. A This question challenges students' understanding of the difference between what the Great Awakening was and what happened as a result of the religious revival that swept through the colonies. The other answers all reflect the aftermath of the Great Awakening, not the definition of the event itself.

11. D Because they are acts that occurred in rapid sequence, all of the answers seem plausible if students do not read carefully. Knowing the sequence of acts that led the

Civics ONLINE

Have students visit the Web site at glencoe.com to review Chapter 2 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

R Reading Strategy

Activating Prior Knowledge Have students review the events that led to the drafting of the Declaration of Independence. (*Colonists were unhappy about British government policies, especially taxation. They reacted by staging the Boston Tea Party and protesting in other ways. Representatives from each colony met at the First Continental Congress and the Second Continental Congress to act on their concerns.*) **BL**

C Critical Thinking

Analyzing Primary Sources Ask: *Why do you think some words in the middle of sentences are capitalized?* (*These words and phrases were important parts of the Declaration. The writer wanted to emphasize them.*) **OL**

For additional practice on this skill (Analyzing Primary Sources), see the **Skills Handbook**.

Additional Support

The Declaration of Independence

In Congress, July 4, 1776. The unanimous Declaration
of the thirteen united States of America,

Words spelled as
originally written.

What It Means

The Preamble The Declaration of Independence has four parts. The Preamble explains why the Continental Congress drew up the Declaration.

impel: force

What It Means

Natural Rights The second part, the Declaration of Natural Rights, lists the rights of the citizens. It goes on to explain that, in a republic, people form a government to protect their rights.

endowed: provided

What It Means

List of Grievances The third part of the Declaration lists the colonists' complaints against the British government. Notice that King George III is singled out for blame.

usurpations: unjust uses of power
despotism: unlimited power

[Preamble]

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

[Declaration of Natural Rights]

We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and **usurpations**, pursuing invariably the same Object evinces a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

[List of Grievances]

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny

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Activity: Interdisciplinary Connection

Language Arts Have students discuss the reading difficulty presented by the Declaration of Independence. Tell them that Thomas Jefferson was selected to be the author because he was known to be a powerful writer. However, the document was not submitted exactly as Jefferson wrote it. Benjamin

Franklin and John Adams made edits to a draft. Ask: *If you were Jefferson's editor, how would you rewrite the Declaration of Natural Rights part of the document for modern readers?* Advise students to use simple sentences to explain their ideas. Have them share their writing with the class. **AL**

over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would **relinquish** the right of Representation in the Legislature, a right **inestimable** to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and **convulsions** within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the **Laws for Naturalization of Foreigners**; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the **tenure** of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their acts of pretended legislation:

relinquish: give up
inestimable: priceless

annihilation: destruction

convulsions: violent disturbances

Naturalization of Foreigners: process by which foreign-born persons become citizens

tenure: term

C Critical Thinking

Making Inferences Ask: Why might holding government meetings in strange and inconvenient places make the colonists more likely to accept King George's policies? (Answers will vary but most should say that the king was trying to make it so difficult for legislators to meet that they would simply give up.) **OL**

R Reading Strategy

Using Context Clues The word "hither" is used twice on this page. Ask: How can you figure out the meaning of hither using the words around it? (Hither means "here" or "to this place." Answers will vary, but students might say they used their understanding of the words "naturalization" and "migrations" for the first reference. For the second reference, they could use the idea of officers being "sent" from Britain to harass "our people.") **AL**



Chapter 2 The Declaration of Independence

Activity: Technology Connection

Using the Declaration of Independence Today Tell students that although the Declaration of Independence was written hundreds of years ago, it is still relevant in today's society. Have pairs of students search an Internet news database, such as Google News www.news.google.com or Lexis-Nexis,

using the search term Declaration of Independence. Tell students to pick three news stories that reference the Declaration and note the context in which the document is mentioned. Have the pairs share their findings during a class discussion. **OL**

D Differentiated Instruction

English Learners Point out the bold word “quartering” in the sentence. Tell students that the word has more than one meaning. It can refer to lodging or housing people, usually soldiers, as it does in this sentence. **Ask:** Can you think of another meaning for “quartering” that relates to math? (“Quartering” can also mean “dividing something into four equal parts.”) **ELL**

R Reading Strategy

Identifying Have students name some of the “domestic insurrections” to which Jefferson refers. (Answers will vary, but might include the boycott of British goods, the Boston Massacre, or the Boston Tea Party.) **OL**

D **quartering:** lodging

render: make

abdicated: given up

perfidy: violation of trust

R **insurrections:** rebellions

petitioned for redress:
asked formally for a correction of
wrongs

unwarrantable jurisdiction:
unjustified authority

For **quartering** large bodies of troops among us:
For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:
For cutting off our Trade with all parts of the world:
For imposing taxes on us without our Consent:
For depriving us in many cases, of the benefits of Trial by Jury:
For transporting us beyond Seas to be tried for pretended offences:
For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to **render** it at once an example and fit instrument for introducing the same absolute rule into these Colonies:
For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
For suspending our own Legislature, and declaring themselves invested with Power to legislate for us in all cases whatsoever.
He has **abdicated** Government here, by declaring us out of his Protection and waging War against us.
He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.
He is at this time transporting large armies of foreign mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.
He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.
He has excited domestic **insurrections** amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.
In every stage of these Oppressions We have **Petitioned for Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.
Nor have We been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an **unwarrantable jurisdiction** over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They

Additional Support

Activity: US/World Connections

Tracing the Influence of the Declaration of Independence Tell students that France’s Declaration of the Rights of Man and of the Citizen was as important to the French Revolution as the Declaration of Independence was to the American Revolution. The French document was written by the Marquis de Lafayette and was partly

inspired by the American Declaration. In fact, Thomas Jefferson was the United States minister to France at the time of the document’s drafting. Lafayette and Jefferson were friends and often discussed Lafayette’s work.
Have students read the translation of the document online at www.constitution.org/fr/fr_drm.htm.

As they read, students should note differences and similarities between the ideas in the two documents. Have students share their findings with the class. As a class, make a Venn diagram that shows how the two documents are the same and different. **AL**

C Critical Thinking

Analyzing Primary Sources Ask: **Why** didn't Jefferson capitalize the word "united" in the phrase "united States of America"? (The United States of America did not exist when the Declaration was written. Jefferson was simply using the word to say that the colonies were united in their feelings.) **OL**

For additional practice on this skill (Analyzing Primary Sources), see the **Skills Handbook**.

R Reading Strategy

Summarizing Pair students together and have them write two-sentence summaries of the final section of the Declaration. **OL**

too have been deaf to the voice of justice and of **consanguinity**. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

[Resolution of Independence by the United States]

C We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

consanguinity: originating from the same ancestor

Resolution of Independence The final section declares that the colonies are "Free and Independent States" with the full power to make war, to form alliances, and to trade with other countries.

rectitude: rightness

Signers of the Declaration The signers, as representatives of the American people, declared the colonies independent from Great Britain. Most members signed the document on August 2, 1776.

John Hancock
President from
Massachusetts

Georgia
Button Gwinnett
Lyman Hall
George Walton

North Carolina
William Hooper
Joseph Hewes
John Penn

South Carolina
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Maryland
Samuel Chase
William Paca
Thomas Stone
Charles Carroll
of Carrollton

Virginia
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

Pennsylvania
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware
Caesar Rodney
George Read
Thomas McKean

New York
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

New Hampshire
Josiah Bartlett
William Whipple
Matthew Thornton

Massachusetts
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island
Stephen Hopkins
William Ellery

Connecticut
Samuel Huntington
William Williams
Oliver Wolcott
Roger Sherman



Did You Know?

Independence of Youth Edward Rutledge of South Carolina was the youngest man to sign the Declaration of Independence. He was 26 in August of 1776. Rutledge was also the youngest in his family. He had seven siblings. Rutledge's older brother John was his mentor, and he also attended the Second Continental Congress.

Despite his age, Rutledge was an influential member of the Congress. However, he was initially opposed to independence for the colonies. He even worked to delay the vote for declaring independence. When a vote finally took place, only the South Carolina and New Hampshire delegations voted no. After Rutledge realized that he

was in the minority, he encouraged the South Carolina legislators to reconsider their vote and to now support independence.